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ABSTRACT

This is a report of hearings on November 12 and 13, 1981, before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, to extend the authorization of appropriations under the Vocational Education Act of 1963. The focus is consumer and homemaking education programs under part A, subpart 5, which authorizes funds to States on a formula basis for educational programs and ancillary services in consumer and homemaking education. (Subpart 5 delineates some specific areas to be addressed and requires States to use at least one-third of their Federal funds for programs for persons in economically depressed areas or areas with high unemployment.) Testimony includes statements and prepared statements, letters, supplemental material, etc., from 29 individuals representing Mississippi State Department of Education, Vocational Division; National Commission for Employment Policy; American Vocational Association; Home Economics Education Association; Urban Systems Research and Engineering, Inc.; Coalition for Consumer Education; United States Department of Education; Office of State Superintendent of Public Instruction, Washington; Rhode Island School of Design; American Vocational Association for Home Economics; Urban Institute; Future Homemakers of America; American Home Economics Association; National Association of Vocational Home Economics Teachers; Coalition for Professional Organizations Concerned with Vocational Home Economics Education; and Ohio Department of Education. (YLB)

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ED215233

HEARINGS ON REAUTHORIZATION OF THE VOCATIONAL EDUCATION ACT OF 1963

Part 6: Consumer and Homemaking Education

HEARINGS

BEFORE THE

SUBCOMMITTEE ON ELEMENTARY, SECONDARY, AND VOCATIONAL EDUCATION

OF THE

COMMITTEE ON EDUCATION AND LABOR HOUSE OF REPRESENTATIVES

NINETY-SEVENTH CONGRESS

FIRST SESSION

ON

H.R. 66

TO EXTEND THE AUTHORIZATION OF APPROPRIATIONS UNDER THE VOCATIONAL EDUCATIONAL ACT OF 1963

HEARINGS HELD IN WASHINGTON, D.C., ON NOVEMBER 12 AND 13, 1981

Printed for the use of the Committee on Education and Labor

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HEARINGS ON REAUTHORIZATION OF THE VOCATIONAL EDUCATION ACT OF 1963

Part 6: Consumer and Homemaking Education

THURSDAY, NOVEMBER 12, 1981

HOUSE OF REPRESENTATIVES,
SUBCOMMITTEE ON ELEMENTARY, SECONDARY,
AND VOCATIONAL EDUCATION,
COMMITTEE ON EDUCATION AND LABOR,
Washington, D.C.

The subcommittee met, pursuant to call, at 10 a.m., in room 2175, Rayburn House Office Building, Hon. Carl D. Perkins (chairman of the subcommittee) presiding.

Member present: Representative Perkins.

Staff present: John F. Jennings, counsel and Nancy L. Kober, legislative specialist.

Chairman PERKINS. The subcommittee will be in order. A quorum is present.

The Subcommittee on Elementary, Secondary, and Vocational Education is continuing hearings on the reauthorization of the Vocational Education Act. Today and tomorrow, we will be focusing on the consumer and homemaking education programs under part A, subpart 5 of the Vocational Education Act.

The act authorizes funds to States on a formula basis for educational programs and ancillary services in consumer and homemaking education. For fiscal year 1981, $30.3 million was appropriated for consumer and homemaking education.

Subpart 5 delineates some specific areas to be addressed by consumer and homemaking education programs, including, but not limited to, consumer education, nutrition education, parenthood and family life, resource management, and others. The legislation also requires States to use at least one-third of their Federal funds for programs for persons in economically depressed areas or areas with high unemployment.

The 1976 Vocational Education Amendments made significant changes in the authorizing legislation for consumer and homemaking education. We are anxious to learn what has been accomplished since these amendments. We would also like to know of any problems with the implementation of the amendments and any recommendations the witnesses have for improving the authorizing legislation.

STATEMENT OF HOWARD HJELM, ACTING DEPUTY ASSISTANT SECRETARY FOR VOCATIONAL AND ADULT EDUCATION, U.S. DEPARTMENT OF EDUCATION

Dr. HJELM. Mr. Chairman and members of the subcommittee, I am pleased to be here with you today to talk to you about a specific and very important part of the vocational education enterprise; namely, consumer and homemaking education.

The ultimate goal of consumer and homemaking education is to improve the quality of life for families and their individual members. It is the only field of study that focuses on total family well-being. Consumer and homemaking programs integrate concepts from a variety of areas of family concern, such as family relationships, child care and development, management, consumerism, housing and home furnishings, food and nutrition, and clothing and textiles.

In determining program direction and emphasis, consumer and homemaking education looks both at families and at the larger societal context in which they exist. There has been increasing attention in recent years to the interrelationships between the institution of the family and other social institutions.

The consumer and homemaking program has its roots in three distinct movements: The rise of home economics as a field of study beginning in the mid-19th century; legislation supporting vocational education beginning in 1917 with the Smith-Hughes Act; and the changing trends in education generally. From the Smith-Hughes Act of 1917 to the Vocational Education Act of 1963 and subsequent amendments through 1976, the legislation has evolved from a narrow focus upon developing occupational competencies to a much broader one of meeting a variety of needs of individuals by improving their quality of life and home environments and by enhancing their potential employability.

Federal funds for consumer and homemaking education are allocated to the States and Territories on a formula grant basis solely for (1) educational programs at the secondary, postsecondary, and adult levels for the occupations of homemaking, including, among others, consumer education, food and nutrition, family living and parenthood education, child development and guidance, housing and home management, and clothing and textiles; and (2) ancillary services and activities, such as teacher training and supervision, curriculum development, research, program evaluation, special demonstration and experimental programs, development of instructional materials, exemplary projects, provision of equipment, and State administration and leadership, which assist in the preparation of youth and adults of both sexes for the occupation of homemaking.

Federal funds are allocated on a 50/50 matching basis except in economically depressed areas or areas with high rates of unemployment where matching is 90 percent Federal and 10 percent State and/or local. In addition, at least one-third of the Federal funds for consumer and homemaking education shall be used in these economically depressed and high unemployment areas.

Today, consumer and homemaking programs range from the traditional comprehensive classes where students study various sub-

jects of home economics to family life training for young adults in an alternative school where its flexible classes and counseling services provide a route to high school credit and a career opportunity. Such program diversity is a consequence of the derivations of consumer and homemaking education and of the forces affecting it today.

This administration has pledged to strengthen the family unit. It supports and encourages society's increasing awareness of the role of homemakers in the economy, not apart from the work force but as a special part of it: the part that combines the labor of a full-time job, the skills of a profession, and the commitment of the most dedicated volunteer. It recognizes that homemaking is as important as any other profession * * *. We view consumer and homemaking education to be integral to these precepts.

In conjunction with the effort at the Federal level to encourage consumer and homemaking education, State and local school officials and teacher educators of home economics have made a concerted effort to respond effectively in this area. In consumer education alone, 97 percent of junior and senior high schools reported one or more specialized consumer education programs in home economics with more than three-fourths of the senior high schools reporting some courses treating consumer education in distributive education, business education, and social studies.

It is clear that the State and local educational agencies have enthusiastically accepted the challenge to expand opportunities for consumer and homemaking education offerings. It is the hope of this administration that we can further enhance the opportunities through State and local initiatives.

I have provided a brief overview of a very comprehensive program. The body of our presentation will be made by Ms. Bertha King, a nationally recognized specialist from the Office of Vocational and Adult Education. She provides national leadership in vocational home economics education which encompasses both consumer and homemaking education, which prepares students for unpaid employment, as well as occupational home economics, which prepares students for paid employment.

As requested, Ms. King will present an overview of the accomplishments of the consumer and homemaking program, including a description of programs, activities, and ancillary services being supported; expenditures; breakdown of enrollments, including disadvantaged and handicapped; and evaluation findings.

I now turn our remaining time over to Ms. King.

STATEMENT OF BERTHA KING, DIRECTOR, CONSUMER AND HOMEMAKING EDUCATION PROGRAM, U.S. DEPARTMENT OF EDUCATION

Ms. KING. Mr. Chairman and members of the committee, I appreciate this opportunity to appear before you today to present an overview of the accomplishments of consumer and homemaking education as authorized by the Education Amendments of 1976, subpart 5, section 150, as a specific category in vocational education—Public Law 94-482.

Fortunately, as the Education Program Specialist, I have had the privilege to work with State and local education personnel in all 57 States and Territories, including site visitation of these programs, services and activities in every State on the mainland. This has made it possible for me to realistically discuss in this testimony the accomplishments of consumer and homemaking education from a national perspective.

Furthermore, I have used data not just from the Office of Vocational and Adult Education—OVAE—but also some selected information resulting from direct contact with the field. I am proud to be one component of a Federal-State-local partnership in vocational education and specifically consumer and homemaking education. Through this partnership, there is continuous communication with State administrators who are responsible for consumer and homemaking education programs, services, and activities.

As a result of Federal funding of consumer and homemaking education at the level of $43,497,000 for the past 3 fiscal years—1978, 1979, and 1980—State and local educational agencies have gained direction in focusing on meeting National, State, and local needs of individuals and families which has generated support of $427,760,399 in State and/or local dollars. In addition, some support has been gained from the private sector either as in-kind or actual dollars from companies such as Whirlpool, Procter & Gamble, Kraft, Inc., Good Housekeeping Magazine and Forecast. Most of the dollars from the private sector have gone to support specific projects such as nutrition education, parenthood education, and the vocational home economics education student organization, the Future Homemakers of America, Inc.

As national problems, such as inflation, unemployment, declining productivity, changing technology, and growing numbers of women entering the labor force impact on the strength and stability of the family, consumer and homemaking education programs prepare youth and adults to cope with the changing role of families in today's society.

The populations served are explained in the paper, and I will not go into detail except to say that the total enrollment in consumer and homemaking education has increased continually over the years, and since 1976, we have seen an increase from 8 percent to almost 30 percent in the male population served. Every area has increased. Handicapped have increased by 30,000. Disadvantaged by over 135,000 and the racial/ethnic groups have a national average in percentage of served: 22 percent black, 8.1 percent Hispanic, Oriental and other nonwhites, and 68 percent white. Now, that is a national average.

We know at the State level that these percentages vary. The State of Texas, for example, has 22.9 percent Hispanic and other nonwhite groups, and 23.4 percent in California. I would like to point out that in some selective States even though our enrollment at the national level shows approximately 30 percent, some States are showing as much as 33 percent, such as Texas-New York, 32; Maryland, 37 percent.

We have developed over the years an established delivery system with professionally prepared persons, from preschool through postsecondary and adult levels, which focuses on individuals and fami-

lies to prepare them for the occupation of homemaking. There are some 80,000 people in that category.

The ancillary services alluded to earlier that provide for curriculum, teacher education, State administration, out of the consumer and homemaking money, $7,400,880 Federal have been spent, plus, when added to the State and local dollars, we come up with over $17 million.

As is obvious from the curriculum developed under the ancillary services, it has become more flexible and more appealing to males as well as females, youths and adults, in the various populations, because we have a continuous and increasing enrollment in all the instructional areas, except in 1979, when our comprehensive program that includes 5 areas of each and every school dropped by 11.9 percent. Now, this means that we have tried to emphasize more consumer education, nutrition education, parenthood education, and the things prescribed by the law.

We have numerous examples which I cannot take time to explain today, but I hope you will read how we demonstrate the effectiveness and impact consumer homemaking has had on this society. Consumer and homemaking programs have prevented dropouts in schools. For example, in Ohio where they have an impact program, at the junior high level, this program has experienced a holding power of almost 100 percent. We bridged the gap between the home and the school because the consumer and homemaking teacher is the only teacher who has some contact with the parents and the students and understands some of their needs at times in many of our communities. They are able, then, to interpret this to the school and to prepare curriculum accordingly.

We also have done quite a bit in serving the socioeconomic and culturally disadvantaged to improve the quality of their life. For example, in the State of Washington, we had a project, or a program, of 185 welfare mothers who enrolled their children in the nursery schools. In this component they found 43 percent of the mothers are in jobs and/or training, having gone through our program, and the children were better cared for.

In the State of North Carolina we have found that the program, "Our Use of Resources for Self" has improved home and family life in the following ways. There is less alcoholism among women, more neighborly participation in the community activities; there is more concern for the children. Consumer education has been one of our big programs, in the last 3 years particularly, and we have now increased 25 percent from 1976 to a total enrollment in specialized programs in consumer education to 193,866. Forty percent of that enrollment was males.

We have used a variety of approaches, such as the center approach, the immediate approach. We have developed curriculum from "K" through 12, and disciplinary. One State, California, went to 47 different agencies to find out what consumers needed and developed a program accordingly.

Consumer and homemaking education has been found by the Education Commission of the States as that part of the vocational education program which has been the catalyst in the development of consumer education programs throughout the Nation.

Nutrition education has been given additional emphasis from the legislation as well as in the White House Conference on Nutrition and Health, and we have a 49-percent increase in that area since 1976. We have had some special programs developed, some that serve senior citizens, known as nutrition sense and nonsense, such as in New Jersey and the State of Minnesota, and cooperative arrangements with preschool nutrition education, that involve everyone from the preschoolers to their parents, to the administrators, to offer experiences on nutritional programs.

Education for parenthood: We have seen it grow tremendously, to 49.9 percent in 1979 for the adults and the postsecondary level. We have seen child growth development increase by 47 percent. We had both males and females, mothers and fathers in that particular program.

In a junior college in Florida, the parenthood education program is focused on helping people overcome child abuse and neglect of children which has made a tremendous impact.

In Ohio, all of the 8 major cities have carried out programs with adults, and some 10,000 have been served there, with a little less than 1,000 being male.

Quickly, to move to other areas, in the economically depressed areas, as said earlier, we had $43,497,000 up through 1980. Out of that we had $23,662,057 generated by State and locals to match this in economically depressed areas.

As you know, Mr. Perkins, we have spent more than 50 percent of our funds in serving the economically depressed, including the migrant families, low-income families, and the others listed as economically depressed, including the Indians.

Senior citizens: In one project in Atlanta, for example, the senior citizens that were enrolled said it promoted a feeling of being needed and a reason to live, having been through a consumer homemaking program assisting them with consumer education, nutrition education, et cetera.

Serving the handicapped has been one of the major things we have done as well. A study has been done on mainstreaming of the handicapped students into the regular vocational education program and, as you look at the figures on enrollment, you know that it is difficult to get an actual count on handicapped students once they are mainstreamed.

Consumer and homemaking has, as we said earlier, delivered a system to prepare males and females for the occupation of homemaking at postsecondary and adult levels and the States where we have developed this program to the postsecondary level, which is probably the lowest number of people we service in the postsecondary; we find that the industry and business representatives have recognized the value of consumer and homemaking education, and they have indicated that students who have been through these programs are more responsive and more productive employees than those who have not. We tried to overcome the bias of sex stereotyping by developing varieties of materials, one being a curriculum to stamp out sexism. That was a guide for teachers and administrators to use in developing and implementing programs accordingly.

A very important project, I think, is analysis of the problems perceived by male students enrolled in vocational home economics.

This study was carried out with 4,000 males in the State of Texas on how they felt about consumer and homemaking education.

The findings reveal that the majority of the male students in this study who were from rural, urban, and small towns, as well as from all the ethnic groups, did not perceive that they had any problem with consumer and homemaking programs because of their sex. Furthermore, the males rated all the subject matter areas listed earlier as being from somewhat important to important, and I think that is a crucial thing we have overcome in this particular area.

The ancillary services in consumer and homemaking, as you know, provide inservice and preservice programs, curriculum development, research, et cetera.

At this time, we have research being carried out by every State to evaluate the impact of consumer and homemaking programs, and I hope that data will be available shortly so we can provide it to the committee.

Other studies I bring to your attention: In particular is one titled "Consumer and Homemaking: What are the Impacts", carried out in North Dakota, and with the conclusions that consumer and homemaking programs would have an impact on the former students.

Impacts encompass personal development skills which provided a basis for the curriculum development and for the success as homemakers and wage earners, which is one major thrust we need to make in this country. It provided these students with competence and satisfaction as homemakers and wage earners.

There are other studies you will be able to read in our testimony.

Today, the field of consumer and homemaking still remains the focal point in education, which assists males and females in their preparation for the occupation of homemaking which is so complex, and with multiple roles, as homemakers and wage earners.

These programs focus on the needs of youth and adults to attempt to cope with the continuing changing problems demanded of our society.

Consumer and homemaking is a broad-based program, which helps individuals in developing competence and understanding required in preparing for the occupation of homemaking and thus keeping the family intact and more productive.

We have much more work that needs to be done, if we are to restore and to stabilize the families in this country and prevent the further deterioration of families.

I believe that C. & H.E.—that we have been able to carry that out, according to the legislation as prescribed, and will continue to work toward that goal in the future.

Mr. Chairman, Dr. Hjelm and I are thankful to you for the opportunity to appear before the committee, and we will be glad to answer any questions you have or any other subcommittee members' questions.

[Prepared statement of Howard F. Hjelm and Bertha G. King follows:]

PREPARED STATEMENT OF HOWARD F. HJELM, ACTING DEPUTY ASSISTANT SECRETARY FOR VOCATIONAL AND ADULT EDUCATION, U.S. DEPARTMENT OF EDUCATION, AND BERTHA G. KING, EDUCATION PROGRAM SPECIALIST

Mr. Chairman and Members of the Subcommittee:

I am pleased to be here with you today to talk to you about a specific and very important part of the vocational education enterprise, namely consumer and homemaking education.

The ultimate goal of consumer and homemaking education is to improve the quality of life for families and their individual members. It is the only field of study that focuses on total family well-being. Consumer and homemaking programs integrate concepts from a variety of areas of family concern such as — family relationships, child care and development, management, consumerism, housing and home furnishings, food and nutrition, and clothing and textiles. In determining program direction and emphasis, consumer and homemaking education looks both at families and at the larger societal context in which they exist. There has been increasing attention in recent years to the interrelationships between the institution of the family and other social institutions.

The consumer and homemaking program has its roots in three distinct movements: the rise of home economics as a field of study beginning in the mid 19th century; legislation supporting voc ed. beginning in 1917 with the Smith-Hughes Act; and the changing trends in education generally. From the Smith-Hughes Act of 1917 to the Vocational Education Act of 1963 and subsequent amendments through 1976, the legislation has evolved from a narrow focus upon developing occupational competencies to a much broader one of meeting a variety of needs of individuals by improving their quality of life and home environments and by enhancing their potential employability.

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(2) ancillary services and activities such as teacher training and supervision, curriculum development, research, program evaluation, special demonstration and experimental programs, development of instructional materials, exemplary projects, provision of equipment, and state administration and leadership, which assist in the preparation of youth and adults of both sexes for the occupation of homemaking.

Federal funds are allocated on a 50/50 matching basis except in economically depressed areas or areas with high rates of unemployment where matching is 90 percent Federal and 10 percent State and/or local. In addition, at least one-third of the Federal funds for consumer and homemaking education shall be used in these economically depressed and high unemployment areas.

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In conjunction with the effort at the Federal level to encourage consumer and homemaking education, State and local school officials and teacher educators of home economics have made a concerted effort to respond effectively in this area. In consumer education alone, 97 percent of junior and senior high schools reported one or more specialized consumer education programs in home economics with more than three-fourths of the senior high schools reporting some courses treating consumer education in distributive education, business education and social studies.

It is clear that the State and local educational agencies have enthusiastically accepted the challenge to expand opportunities for consumer and homemaking education offerings. It is the hope of this Administration that we can further enhance the opportunities through State and local initiatives.

I have provided a brief overview of a very comprehensive program. The body of our presentation will be made by Ms. Bertha King, a nationally recognized specialist from the Office of Vocational and Adult Education. She provides national leadership in Vocational Home Economics Education which encompasses both Consumer and Homemaking Education which prepares students for unpaid employment, as well as Occupational Home Economics which prepares students for paid employment.

As requested, Ms. King will present an overview of the accomplishments of the Consumer and Homemaking program including a description of programs, activities, and ancillary services being supported; expenditures; breakdown of enrollments, including disadvantaged and handicapped; and evaluation findings. I now turn our remaining time over to Ms. King.

Mr. Chairman and Members of the Committee:

I appreciate the opportunity to appear before you today to present an overview of the accomplishments of Consumer and Homemaking Education as authorized by the Education Amendments of 1976, Subpart 5, Section 150 as a specific category in Vocational Education (PL 94-482). Fortunately, as the Education Program Specialist, I have had the privilege to work with State and local education personnel in all 57 States and Territories including site visitation of these programs, services and activities in every State on the mainland. This has made it possible for me to realistically discuss in this testimony the accomplishments of Consumer and Homemaking Education from a national perspective. Furthermore, I have used data not just from the Office of Vocational and Adult Education (OVAE) but also some selected information resulting from direct contact with the field. I am proud to be one component of a Federal-State-local partnership in vocational education and specifically Consumer and Homemaking Education. Through this partnership, there is continuous communication with State administrators who are responsible for Consumer and Homemaking Education programs, services and activities.

As a result of Federal funding of Consumer and Homemaking Education at a funding level of $43,497,000 for the past three fiscal years (FY 1978, 1979, and 1980), State and local educational agencies have gained direction in focusing on meeting national, State, and local needs of individuals and families which has generated support of $427,760,399 in State and/or local dollars. In addition, some support has been gained from the private sector either as inkind or actual dollars from companies such as Whirlpool, Procter and Gamble, Kraft, Inc., Good Housekeeping Magazine and Forecast. Most of the dollars from the private sector have gone to support specific projects such as Nutrition Education, Parenthood Education and the Vocational Home Economics Education Student

Organization, the Future Homemakers of America, Inc.

As national problems, such as inflation, unemployment, declining productivity, changing technology, and growing numbers of women entering the labor force, impact on the strength and stability of the family consumer and homemaking education programs prepare youth and adults to cope with the changing role of families in today's society.

POPULATIONS SERVED BY CONSUMER AND HOMEMAKING EDUCATION PROGRAMS, SERVICES AND ACTIVITIES

(A) Who is served: The instructional programs, services and activities assist males and females, youth and adults at all educational levels including elementary, middle/junior high secondary, postsecondary and adult for the occupation of homemaking (an unpaid occupation). The ancillary services and other activities which assure quality of all consumer and homemaking education programs include support of (1) State and local supervisory staffs who provide leadership for program implementation, maintenance, expansion, and development and for the Future Homemakers of America, the vocational student organization which is an integral part of the instructional programs; (2) teacher educators who provide preservice and inservice education for teachers through workshops, conferences and individual consultation; (3) curriculum development with special emphasis on consumer education, nutrition education, family life and parent education, energy education, and programs for the disadvantaged and handicapped, particularly persons in economically depressed areas; and (4) State and local personnel and teacher educators who assist teachers and others

in research, innovative programs, evaluations of consumer and homemaking education programs and other activities to assure quality in programs.

(B) Number served:

NATIONAL ENROLLMENT

Fiscal Years	1972	1976	1979
Total Enrollment	3,165,732	3,615,782	3,782,793
Male	248,745	931,971	1,087,949
Female	2,916,987	2,683,807	2,694,846
K-Secondary	1,889,942	2,703,469	2,811,186
Postsecondary	30,723	57,756	64,252
Adults	655,511	853,817	917,355
Persons in Economically Depressed areas (all levels)	870,954	1,020,566	1,753,193
Handicapped*	55,910	Not Available	85,336
Disadvantaged	615,227	Not Available	750,528
Racial/Ethnic	Not Available	Not Available	Given in Percent Only
Black	Not Available	Not Available	22.0%
Other Non-White	Not Available	Not Available	8.1%
White			69.8%

Total enrollment in consumer and homemaking education programs has continually increased, even though the enrollment in secondary schools has been declining. Eight percent of the total enrollment in 1972 were males, whereas in 1979 the male enrollment was near 28 percent. Some selected States which reflect the continual increase in number of males being served by consumer and homemaking education programs include Oregon - 24 percent; California - 30 percent; New York - 32 percent; Texas - 33 percent; and Maryland - 37 percent. These figures were collected by the State Supervisors of Consumer and Homemaking Education in addition to the National

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Center for Education Statistics and the OVAE Accountability Reports

Consumer and Homemaking education has an established delivery system with professionally prepared personnel for programs from preschool through postsecondary and adult levels which focus on individual and/or family needs in a changing society. The following is a break out on the professional staff:

State Supervisors for Consumer and Homemaking Education personnel (57 States and Territories)	275
Local Supervisors for all levels of Consumer and Homemaking Education	985
Head Teacher Educators	460
Total Home Economics Teacher Educators	2,300
Deans and Heads of Home Economics Higher Education Institutions	460
Consumer and Homemaking Education Teachers (full and part time levels)	73.000*

*Statistical data arrived at from States, NEA, NCES and NSF

Ancillary services and other activities which assure quality in Consumer and Homemaking education programs are fundable under the legislation. Ancillary services and activities include support of:

(a) State and local supervisory staff who provide leadership for program development and for the Future Homemakers of America, the vocational student organization which is an integral part of the instructional program;

(b) preservice and inservice education for teachers through workshops, conferences, and individual consultation;

(c) curriculum development with special emphasis on consumer education, nutrition education, family life and parent education and programs for the disadvantaged and handicapped, particularly the economically depressed; (d) research, pilot-demonstration programs, evaluation with leadership development for graduate students and (e) start-up of innovative programs in consumer and homemaking education.

Funding for ancillary services for the total consumer and homemaking education programs equal $17,674,896 Federal, State, and local of which $7,409,800 were Federal funds utilized by the States to serve non-economically depressed areas as well as economically depressed areas. Activities under the ancillary services will be discussed more in detail in later in this paper.

Curriculum revisions in consumer and homemaking education on State and national levels have made the program more flexible and appealing to males as well as females and to youth and adults. This is reflected by the steady growth in most of the instructional areas as presented in the following table:

Program	1972	1976	1979
Total Enrollment	3,165,732	3,615,782	3,782,793
Comprehensive Consumer and Homemaking	1,992,540	2,135,300	1,435,460
Child Development and Guidance	138,589	193,300	285,130
Clothing and Textiles	365,659	340,221	348,883
Consumer Education	102,055	155,107	193,866
Parenthood Education and Family Living	190,397	206,559	271,816
Foods and Nutrition	222,552	338,242	505,304
Home Management	55,897	41,299	44,009
Housing and Home Furnishings	105,296	130,066	135,386
Other*	Included in Comprehensive	506,183	490,392

* Most of the "other" category may be included in the Comprehensive Consumer and Homemaking Education program or in the Home Management, Housing and Home Furnishings areas, e.g. energy education programs.

SOURCES - U.S. Department of Health, Education, and Welfare, Division of Vocational and Technical Education, Summary Data, Vocational Education Fiscal Year 1972, 1976, 1977; United States Department of Education, National Center for Education Statistics, Vocational Education Data System, preliminary data.

Measures of Responsiveness and Effectiveness of Consumer and Homemaking Education

Assessing the responsiveness and effectiveness of consumer and homemaking education continues to be difficult due to the nonquantifiable nature of the program objectives. The data which reflect the impact on individuals and families are mostly antidotal in nature and often do not lend themselves to valid generalizations. Changes in quality of life, attitudes and habits are difficult to measure in a short span of time. Nevertheless, there are numerous indicators, examples and studies throughout the country which demonstrate that consumer and homemaking education programs are having a positive impact on individuals, families, society and the economy. State and local administrators as well as teacher educators of home economics have made a concerted effort to respond to the increased demand to prepare youth and adults of both sexes for the occupation of homemaking and to the increased emphases of delivering homemaking skills particularly in the areas of consumer education, nutrition education, parenthood education, and management of resources to the various populations as encouraged by the Education Amendments of 1976. The following will highlight a few examples of the responsiveness and effectiveness of consumer and homemaking education.

- Consumer and homemaking education helps prevent school dropouts

  - Mexican American 8th grade girls in Alberqerque, New Mexico, come to school, rather than dropping out or some getting married, because they have the opportunity to work with pre-school children.

  - Almost 100 percent holding power of potential dropouts from junior high schools in the cities in Ohio has resulted from an adaptation in the consumer and homemaking program, called "Impact". This program is designed to develop more positive self worth through a curriculum emphasizing self-concept, family life and consumer education. One third of the teachers' day is spent working with the students and parents in their homes.

- In St. Cloud, Minnesota, a special program for pregnant teenagers, some married, some unmarried, has resulted in most of them continuing in school.

- Consumer and homemaking teachers help bridge the gap between home and school

  - In Georgia consumer and homemaking teachers made 51,705 visits to the homes of their students and conferred with 44,112 students and their parents in home application classroom instruction. Students carried out projects designed to improve the home, the quality of family life and the use of income. 230,861 individual home projects were completed. In addition, 8,430 visits were made to homes of adults enrolled in adult classes and 11,991 individual conferences were made to help on home and family problems.

  - In Louisiana, 42,480 consumer and homemaking students completed home projects and 9,191 home visits were made to students and their families

  Many times the consumer and homemaking teacher is the only teacher who has contact with some students and their families. They are able to interpret what the school is trying to do to help students and also bring comments back to school to help other teachers and administrators.

- Consumer and homemaking education helps the socioeconomically and culturally disadvantaged to improve their quality of life and home environments

  - In 12 schools in Indiana, Ohio, and New York State pilot programs demonstrated that inner-city disadvantaged youth may be reached through a specially designed course focused on skills for living, preparation for the dual role and on-the-job training in food service. Over 80 percent of the students showed gain in feelings of self-worth, equality with others and respect for themselves. In addition, 70% were rated in the top range by their employers.

  - In Everett, Washington, over a three year period, 185 welfare mothers enrolled their children in a cooperative nursery school program which included a parent education component. By the end of the program 43 percent of these mothers were in jobs and/or training. While the children gained from the program, the mothers gained even more by having a contact outside their homes and neighborhoods, encouragement from teachers and other mothers, and help with money management and how to find training programs resulting in jobs.

- In Albion, Michigan, one consumer and homemaking teacher and two aides worked with 60 welfare mothers and 240 children (with only 6 stable fathers) to help improve family life. By the end of a year, over 25 percent were able to prepare three meals each day rather than one, housekeeping improved, money was spent more wisely, children improved their school attendance and were better clothed and fed. A longer time will be needed to help some of these homemakers to move out of the squalor of poverty. The program will continue.

- Operation OURS (Our Use of Resources for Self) in Morgantown and Graham, North Carolina, provides 100 low-income individuals and families who live in public housing developments with opportunities to improve home and family life. Emphasis is given to management, consumer education, improving the self-concept and relationships with others, including programs for senior citizens, youth and pre-school children. Improvements observed: less alcoholism among the women, more neighborliness and participation in community activities, more concern and supervision for children, improvements in housekeeping and money management. Consumer and homemaking programs are offered in public house developments in many States, in cooperation with Public Housing Authorities.

- From Portland, Oregon Community College, consumer and homemaking education was taken by a mobile instructional unit during 1978-79, to 1,709 families in the metropolitan area, rural farming communities, an isolated mountain town and 50 migrant labor camps. Participants indicated they were helped to spend their money more wisely, to use their food stamps effectively, better able to prepare nutritious meals on limited budgets, and how to understand contracts, use of credit, interest, and budgeting.

- In Montana, emphasis was given to "Improving the Relevancy of Home Economics for Indian Girls". The study of cultural differences in child care, foods, and arts and crafts of the Indians helped all students to appreciate the Indians and the girls gained in feelings of pride and self-worth. In one community in South Dakota, the consumer and homemaking classes prepared and served a typical Indian meal for a school open house.

- Eighteen new consumer and homemaking education programs were initiated in Arizona for inner-city, Indian reservations and small towns with high Mexican-American populations.

- In Boston, Massachusetts a consumer education and nutrition program is underway for elementary children and their parents from the large Chinese and Spanish populations.

- Approximately 400,000 secondary students in all 50 States enriched their learnings in consumer and homemaking education through participation in the Future Homemakers of America organization. Programs and projects relate to understanding and serving children, particularly handicapped children, the elderly, the disadvantaged; to the problems facing youth such as drugs, leisure-time activities, jobs, careers, consumer concerns; and to projects in understanding parents and strengthening personal, family and community life.

- Over 445,979 youth and adults are enrolled for training in occupations which utilize home economics knowledge and skills. They prepared for jobs in the child care services; food management, production and service, clothing management, housing, home furnishings, and equipment services; and institutional and home management services. These training programs are built on foundations in consumer and homemaking education.

Some interesting highlights of consumer education programs

Consumer Education and Management of Resources: All 3,782,793 in 1979 youth and adults enrolled in consumer and homemaking education received some consumer education; approximately 193,866 (25% increase from 1976 to 1979) had a special course in the field with approximately 35 percent of the enrollment being male.

- 40 percent of the students involved in consumer education are males; the percentage of male students is even higher in programs specifically entitled consumer education.

- In Arizona, eighteen (18) new competency-based consumer education programs were initiated for inner-city, Indian reservations, and small town and rural areas with high Mexican American populations assisting them in understanding economy and employability.

- In Massachusetts, a consumer education and nutrition education program is underway for elementary children and their parents from the areas with Asian and Spanish populations.

- In California, special effort is made in San Diego to reach out into the community to assist older consumers and displaced homemakers through a consumer education program which includes setting up a booth in a busy shopping center or housing complex or industry, where students collect consumer concerns and questions, then in the consumer and homemaking education classes these concerns are analyzed and the answers disseminated to the consumer via mail or telephone.

- In Ohio, the home economics educators on the staff of the State Department of Education have been designated leaders of a state-wide program in consumer education mandated by the State assembly. Curriculum materials, K-12, have been developed under their leadership and used by elementary and secondary teachers.

- In Washington and Georgia, teams of teachers from local school districts have participated in workshops, developed curriculum materials, and initiated inter-disciplinary programs in consumer education in their schools. In Georgia, curriculum materials serve teachers, grades K-12.

- In New Jersey, the "center approach" was implemented with the assistance of Federal funds from vocational education-consumer and homemaking education funding. The center approach has many strengths by providing a focal point for an interdisciplinary approach to consumer education, teacher in-service and pre-service activities, curriculum materials

development, consumer education learning packets for middle schools, the creation and utilization of video tape programs for youth and adults e.g. special needs persons.

- In California, to determine the needed competencies of consumers, the consumer and homemaking education staff consulted with some 47 State-wide agencies, e.g. the Department of Motor Vehicles, the Attorney General's Office, Department of Consumer Affairs, Department of Labor and various industries resulting in specific products such as " The Complete California Consumer Catalogue", and a curriculum design for consumer education, kindergarten through grade fourteen.

- In Hawaii, a required interdisciplinary consumer education program includes teachers from consumer and homemaking education, business and office, industrial arts, and agriculture. Team teaching is built around multi-faceted consumer problems such as the technology and cost of solar heating.

- In Oregon, Portland Community College took consumer education and life skills to 1,709 families in rural farming communities, isolated mountain towns and 50 migrant labor camps. Participants indicated they gained knowledge on how to use money wisely, efficient use of energy, ways to apply for jobs, effective utilization of food stamps and how to read and understand contracts.

Major research projects, State reports and position papers by knowledgeable consumer education professionals indicate that much progress has been made through the vocational education legislation - yet much remains to be done. Some of the significant findings of research indicate that:

- Some 34.7 million adults function with difficulty and an

additional 39 million are functional but not proficient in coping with basic requirements related to consumer economics.

- Consumer education programs and services are most frequently offered in home economics curriculum. (Survey and Evaluation of Consumer Education Programs in the United States).

97 percent of junior and senior high schools reported one or more specialized consumer education program in home economics with more than three-fourths of the senior high schools reporting some courses treating consumer education in distributive education, business education and social studies. (Survey and Evaluation of Consumer Education in the United States).

Schools at all educational levels have increasingly been called upon to include consumer education in order to meet emerging societal programs and concerns. (Consumer Education in the States by Education Commission of the States).

State legislatures have recognized the importance of consumer education by passing resolutions and statutes urging increased activity in consumer education but do not recommend mandatory legislation as the way to effect the development of consumer education.

Some States are now encouraging but not mandating that consumer education be offered in each of their postsecondary area vocational technical schools. (Consumer Education Project - Education Commission of the States, 1979).

The increasingly complex and changing character of male and female homemakers roles and tasks requires organized opportunities for learning or acquiring competencies in resource management. (Coalition Statement for

Vocational Home Economics Education, 1979). Consumer Education is a need of all American youth and adults. (Consumer Education Project, Education Commission of States, 1979).

Consumer and homemaking education, as part of vocational education, has been the catalyst in the development of consumer education programs throughout the nation. (Consumer Education in the States, Education Commission of the States, 1979).

With more single heads of households (often referred to as displaced homemakers) working outside of the home, a critical need exists for more programs on management of resources. (Coalition Paper on Vocational Home Economics Education, 1979).

Nutrition education has been given an added impetus from the White House Conference on Food, Nutrition and Health, reports of malnutrition from recent nutritional status surveys, and legislation encouraging promotion of knowledge of nutrition as a part of the Education Amendments of 1976. Enrollment in Foods and Nutrition has expanded from 222,522 students in FY 1972, to 338,242 in FY 1976 to 505,304 in 1979. All students, youth and adults enrolled in the comprehensive Consumer and Homemaking Education programs also receive instructions in Nutrition Education.

In New Jersey a program titled, "Nutrition Sense and Non-Cents was implemented by the Jersey City Board of Education, serving approximately 3000 senior citizens residing in 6 senior citizens centers. The overall objective of the program was to provide nutrition information in areas such as Food Choices and Mea Planning, Food Habits: Challenges of Foods and their nutritional values. Field trips to the local shopping areas were provided participants.

In the State of Minnesota (1980) a cooperative adventure in Preschool Nutrition Education which involved students, parents, educators, Administrators as well as the preschool. The major objective was to expose pre-schoolers along with their parents to a variety of experiences with nutritious foods.

A nutrition education program in North Carolina concentrated on 5th, 9th and 10th grade students. As a result students were eating unfamiliar foods in the school lunch without complaint, were selecting more wholesome snacks and a large proportion were eating breakfast following the

nutrition study. In Dallas, Texas, Mexican American homemakers learn to add fresh fruit and milk to their usual food patterns and their families have balanced diets. Youth in the District of Columbia learn the real facts about organic foods. St. Paul, Minnesota sets a pattern for other school systems by initiating a nutrition education program, K-12. Secondary students in Iowa schools found the study of nutrition meaningful when they recorded and evaluated the basic food and snacks they had eaten for two days. In Oklahoma, staff members in home economics education in the State department of education and the State welfare and public health departments cooperate in a number of projects. Home economics teachers also help with nutrition education programs in elementary schools.

Education for Parenthood - An estimated 3,782,793 youth and adults received some preparation for their roles as parents. An estimated 556,946 enrolled in special courses in child and human development, Parenthood and family living. Physicians in Michigan indicate that they can identify young mothers who have studied child development in high school because they are more understanding patients. In Arizona classes for parents resulted in giving children a good start physically and psychologically. Both mothers and fathers learned to care for the children and for providing an environment for learning and development. In Dallas, Texas, all married youth in high schools, some 400 participated in a television series designed to raise their competence in understanding their new roles as married persons.

Parent Education Programs in Washington State are designed to help parents become directly involved in the education of

their children as well as to assist them in control of their own education. A preschool laboratory is operated and supported by consumer and homemaking education funds in cooperation with the parents who are responsible for hiring the teacher with assistance from the local school system. Parents for example help plan activities to coincide with their own predetermined needs and are also in a cooperative learning effort with their own children.

Parenting class at Okaloosa-Walton Junior College, Florida is a joint effort between the College and the County Department of Social and Economical Resources (Welfare Department) to offer parenthood classes to parents whose children have been removed from their home due to child abuse or or child neglect. The children have been placed with approved foster parents while their parents participate in classes which assist them in understanding the necessity and importance of being a natural parent, the importance of a "good" self-concept as a parent, and the ways of meeting the basic needs of young children, e.g. nutritional meals, nuturing of children of all ages, and the need for adequate rest of the young child. In the meantime, the foster parents are also given classes on child care techniques, principles of child care and growth, etc.

Ohio's Family Life Education programs are composed of two major types of programs: (1) "Infant Stimulation", (2) "Parent/Child Interraction" which are designed to promote and utilize not only the consumer and home-making education facilities and teachers, but to involve other agencies or organizations in assisting parents with infants who have special problems, mental or physical. For example, the "Infant Stimulation program" has

made an impact in sites such as the Children's Hospital in Akron; school age parents in Zansville, Todelo, and Youngstown. All these cities had a well baby clinic which was utilized for training purposes in addition to the secondary and adult laboratory facilities. In one community, the Southeast Community Actic , Canton donated the use of a van and a driver to transport parents and their children to the Infant Stimulation Center in order that parents could benefit from this program (2) "Two Way Street" which has been most successful in Ohio, included a series of television programs and a complete set of 12 films which were used to reinforce the Infant Stimulation program. In these two programs approximately 9,039 adults were involved formally with the programs and over 2,300 infants participated plus 2,063 school age children were benefited from the program. Of the adults involved in the formal program, 631 were males, 6556 females - this was only in the Infant Stimulation program.

St. Cloud, Minnesota initiated a "Family Oriented Preschool Activity" where parents and children learned together with emphasis on parenting as a vocation. In 1977 the preschool program served about 450 parent-child teams.

In Texas sequence and specialized programs components contributing to education for parenthood were given more visibility. The consumer and homemaking education curriculum was organized around the family with all areas of the program contributing to betterment of family life and parenthood education. More students were provided opportunities to participate and gain experiences with young children through laboratory activities, home experiences in child development and volunteer work with public school pre-school programs. Some students tutored young

siblings and handicapped.

Nevada recognizing the increased number of teenagers who are parents, inceased the emphasis on healthy babies and the hereditary and environmental influence on pre-natal development by adding more programs in child development and parenthood education. It also developed new curriculum materials dealing with child abuse or child neglect, titled "Recognizing and Reporting Child Abuse and Neglect: A Guide for School Personnel." (1977)

In Florida, the Orange County Public Schools have established a new and well received program for elementary school aged students and their parents as well as all other interested adults in the county. The program is called "Home Based Child Care" and is fast becoming the answer to many different needs of the children and adults in the community. Through this program, students in grades K-6, who would otherwise be left to their own resources while their parents are at work during the early morning hours of 7 to 9 a.m. and 3 to 6 p.m. after school, now have an alternative. The alternative is a neighborhood parent within walking distance to the student's home, referred to as a Home Based parent. This parent is a trained "professional parent", through the Child Growth and Development and Parenthood Education program, who provides care for the student(s) as Home Base Children as if they were their own children.

In Florida five new teenage school age parent programs, offered as a part of consumer and homemaking programs, provided pregnant high school girls the help they needed before their babies were born, and in caring for them after they were born. Similar programs are growing in other states.

In Montgomery County, Maryland, classes deal with alcohol and drug abuse, and their effects, how to do to overcome alcohol and drug habits and meaningful alternatives. Students receive support from other class members and the teachers in avoiding drugs. In one high school in Minneapolis, Minnesota, the vocational home economics teacher was given a class of potential drug addicts for counseling and involvement in meaningful activities, resulting in 95% of them choosing not to use drugs.

Serving Persons in Economically Depressed Areas

Consumer and homemaking education programs increasingly serve individuals and families in economically depressed areas as described in State plans. Thousands of low income and disadvantaged families have gained assistance with individual and family concerns since consumer and homemaking educational programs were expanded under the provision of the Vocational Education Amendments of 1968 and 1976. In 1972, there were 870,954 persons from economically depressed areas served by these programs, while in 1979 the number of persons enrolled increased to 1,753,193. Of the $43,497,000 allocated to States and Territories for Consumer and Homemaking Education. $23,662,057 were utilized for programs in Economically Depressed Areas which generated $204,281,612 in State and/or local dollars. In junior and senior high schools in these depressed areas, consumer and homemaking teachers are helping students and working with their families on personal development, improving their homes, the use of money and other resources, their management

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practices, their eating habits, and with the care and guidance of children, and family relationships. They encourage the students to raise their aspiration levels and develop behavioral patterns and attitudes which will help them enter training, become employable, and, as a result, improve their economic status and level of living. Alabama, Arkansas, Illinois, Indiana, North Carolina, Ohio, Texas, and Virginia are among the States where teachers have developed adaptations as a part of their regular consumer and homemaking programs in working with students from economically depressed areas with cultural differences. Migrant families in the Portland, Oregon, area are reached with consumer and homemaking through the use of a mobile instructional classroom which is moved from camp to camp along with the teacher, a bilingual aide and instructional materials. In Detroit, Michigan, a "Forum for Families" is offered for youth and adults in three of the inner-city high schools. Five half-days a week for 6 weeks during the summer provide opportunities to gain help with child care and development, effective living, family foods, family clothing, consumer education, commerical foods, and commerical clothing. Over 750 fathers, mothers, and youths participated in the first year. In Montana, workshops for teachers have been offered on "Improving Relevancy of Home-Economics for Indian Youth". Indian mothers serve as consultants in the workshops and as resource people for consumer and homemaking classes in local schools.

Workshops for low-income persons have been offered in various locations in Rhode Island, Florida, and Arizona. Over 50 percent who have participated were senior citizens. The workshops were designed to help individual consumers from low-income families obtain knowledge and information about agencies providing services designed to aid consumers in obtaining maximum benefits from financial resources of the market place. Four low-income communities

were selected in Rhode Island: attendance at six open meetings associated with the project was over 800 people with approximately 300 persons attending all six workshops. In Orlando, Florida, 1,100 older Americans are involved in consumer and homemaking education programs 5 days a week with nutrition education and consumer education the major areas of concern. They also receive a hot meal which is prepared by the secondary students in the Orlanda area. In Texas, vocational home economics education teachers were located in public housing projects which were designed to assist older Americans to use their leisure time in a profitable way, better understanding consumer education as related medicare programs and health as well as using a limited income to improve nutrition and dietary habits. In Atlanta, Georgia, the Federal dollars promoted the development of a program of inservice training for senior citizens in cooperation with the Senior Citizens, Inc., and Model Cities of Atlanta. The program consisted of specialized training in the areas of day care centers and hospitals which promoted a feeling of "being needed" and a "reason to live". The elderly persons in this program expressed it best with the following examples, "development of the 3R's for the senior citizen, with the meaning Relationship, Respect, and Responsibility for services and to become involved in the needs of the community". The Future Homemakers of America (the vocational home economics education student organization) have conducted a number of specialized projects with the aging correlating their instructional programs with actual living, broadening the youths, males and females, relationships with all segments of society and their views with regards to their own family members.

Serving Handicapped

In 1972, there were 55,910 handicapped students enrolled in consumer and homemaking programs, and in 1979 the number served was 85,336. Of the handicapped students attending the Diagnostic, Adjustive, and Corrective Center for Learning Portsmouth, Va., 81 percent are enrolled in consumer and homemaking classes. Activities include the study of grooming and personal hygiene, money management, nutrition and simple meal planning and preparation, clothing, care of children, and development of hobbies. Another example is the Coordinated Vocational-Academic Education programs in Texas which are designed for students with special learning needs. Consumer and homemaking teachers operate with other vocational education teachers and integrate instruction in mathematics, science, English, and social studies to be more meaningful than regular courses. As a result, students have reached their maximum in personal development and have become employable in a variety of entry level jobs. Project LIFE (Learning for Individual's, Families, and Employment), offered in Keen, N.H., provided high school girls, who do not participate in regular school programs, with skills so they may take their palces in their homes, become a part of society, and enter employment. The State of Florida has also revised its instructional programs and is currently placing more emphasis on serving this special population.

A study titled, "Mainstreaming the Handicapped Student in Vocational Home Economics Education" was conducted to assist the vocational home economics education teachers to meet the challenge of mainstreaming handicapped students. A manual is being utilized in orientation sessions with first and second year teacher during school 1981. A second, but equally

important, purpose was to serve the handicapped student by providing a stimulating learning environment that met the needs of individual students.

Consumer and Homemaking Education has established a delivery system with professional prepared personnel and programs at all levels including adult and postsecondary levels. Adult enrollment went from 655,511 in 72, to 853,817 in 1976 to 917,355 in 1979 while the postsecondary enrollments in consumer and homemaking education increased from 30,723 in 1972 to approximately 64,252 in 1979. In Georgia, a semester or quarter length course in Consumer and Family Life Skills is required of all students in the postsecondary area vocational-technical schools. Groups of students enrolled in electronics, mechanics, business education, or practical nursing, for example take this course which is especially adapted to their needs. In Kentucky, a similar offering is available as a non-credit seminar for students in the community colleges and two area vocational schools. Consumer education, preparation for parenthood, relationships, multi-role of wage earner and homemaker and job responsibilities are topics discussed. Mini-courses of one to three sessions are also popular with these students focusing on such topics as, "A Look at Myself", "Choosing A Place to Live", "Income Tax" "Buymanship", and "Dual Role for the World of Work". Industry and business representatives have indicated that students who have been through these programs are more responsive and productive employees.

Both Consumer and Homemaking Education and Occupational Home Economics cna provide assistances to individual and/or families, male and female in reducing sex sterotyping in employment and in the home.

Two examples of the types of activities conducted are: "Stamp out Sexism", a guide for teachers and administrators to use in developing and implementing and/or revising programs and activities which are appealing to both males and females. (Wilma P. Griffin, University of Texas, 1979)

A second project deals with "An Analysis of Problems Perceived by Male Students Enrolled in Vocational Home Economics Education". The study was undertaken partially from the mandate of the 1976 Education Amendments which set priorities for "encouraging participation of both males and females to prepare for combining the roles of homemaking and wage earners; and 2) encourage elimination of sex stereotyping by promoting the development of curriculum materials which deal with increased number of working women outside the home, increased numbers of men assuming homemaker responsibilities, and the changing patterns for women and men. The findings of the study revealed that the majority of male students in the study, from urban-rural-small town areas as well as students from a variety of ethnic backgrounds, (4,033 males in the sample) did not perceive that they had any problems in consumer and homemaking education because of their sex. Furthermore, males rated all subject matter concepts in consumer and homemaking education from somewhat important to important. These findings will be used to assist teachers making consumer and homemaking education curriculum even more relevant to males in the future. (Bell and Durr, Texas Education Agency, Austin, 1980.)

Ancillary components of Consumer and Homemaking Education are necessary to develop, implement, and assess curricula appropriate for males and females of all social, cultural and ethnic groups at all levels of learning.

In all states, preservice and inservice programs include activities such as workshops, conferences, inservice courses, consultant services from state supervisors and teacher educators. The use of various media are used to help home economics teachers improve their competence in working with youth and adults. In Mississippi and California, a survey of the teachers was made to determine inservice needs. A newsletter has been initiated in Mississippi to supplement conferences and workshops in providing help needed as a result of the survey.

National leaderhsip and professional development is provided annually to State and local consumer and homemaking education personnel through regional and national workshops which are planned, developed, and conducted by vocational home economics education program specialist, U.S. Department of Education, OVAE.

In addition to the studies and activities already cited, State Administrators of Consumer and Homemaking Education and Teacher Educators in Home Economics are currently completing evaluations of every Consumer and Homemaking Education program funded directly or indirectly under the Education Amendments of 1976. The data from these studies are expected to be available in the near future. Since 1976, all the States and Territories have developed and/or revised curriculum to address the current and future needs of the society including elimination of sexism. A few examples follow:

Parenthood Education for Junior High School (Kentucky)

Managing Independent Living Manual (Minnesota)

Adult Roles and Functions for Secondary Students (West Virginia)

A Curriculum Guide for Consumer and Homemaking Programs in New Jersey, Grade 7-12 (N.J.)

Occupation of Homemaking: Parenthood Education Curriculum Guide (Illinois)

Combined Roles: Homemaker and Wage Earner (Iowa)

Some examples of Studies that deal with Consumer and Homemaker Education include:

I. "Consumer and Homemaking Education: What are the Impacts" Crawford, Glenda, University of North Dakota, Grand Forks, N.D.

Conclusions: North Dakota consumer and homemaking education programs were having an impact on former students; Based on impacts cited, programs were preparing students for homemaking roles they assumed. Impacts further encompassed personal development skills, those which provided a basis for success as homemakers and wage earners, such as confidence and satisfaction on the job and in the home. Furthermore, the study was designed to provide a basis for the analysis of curriculum and the analysis of preservice and inservice activities and content. As a result of this study the following recommendations were made: a) Curriculum related to time management should be analyzed with more direct emphasis given in the curriculum and programs; b) More depth in the housing competencies could be developed; c) a follow-up of students four or more years out of high school should be conducted thus providing more feedback as graduates enter the work force, change marital status, and assume parenting roles; and d) the follow-up of former students by local teachers was recommend thus providing teachers with information specific to local programs.

II. "The Value of Home Economics Education: Observations of Students, Teachers and Parents"., Caputo, Collen C. and Haymore, Judy, Ad Hoc Research Committee, AVA, AHEA, and HEED. 1980

A collection of Case Studies of students in vocational home economics program on 7 areas of consumer and Homemaking Education and the Future Homemakers of America.

III. "The Most Significant Minority: One-Parent Children in the Schools" National Association of Elementary School Principles. 1980.

A study of more than 18,000 students in both elementary and high school found one-parent children show lower achievement and present more discipline problems than their two-parent peers. They also are absent more often, late to school more often, and may show more health problems. These findings suggest that something about the one-parent home situation may impair children's school performance. Findings also indicate that these children need more help and attention from the school than they currently receive.

Implications for consumer homemaking education are to develop and implement more programs which are design to assist these children and their parents.

IV. "Impact Research Focusing on Mildly Mentally Handicapped Students in Secondary Vocational Consumer and Homemaking Porgrams in Minnesota". Fedje, Cheryl, Champoux, and Holcombe, Melinda, Ad Hoc Research Committee composed of members of AHEA, AVA, and HEED. 1981.

The purpose of the study was to determine the effectiveness of instruction for mentally handicapped students, specifically for students enrolled in consumer and homemaking education programs - child development/parenting, nutrition, and consumer education. Findings from the study gave implications for developing more and better tests for use with the mildly mentally handicapped students in the consumer and homemaking education programs.

Ruth Hughes, Barbara Rougvie, and Barbara Woods, The National Census Study of Secondary Vocational Consumer and Homemaking Programs. Ad Hoc Research Committee, AVA.

A National Project funded by OVAE, U.S. Department of Education during the past two years has been the development of "Standards for Vocational Home Economics Education". These standards will be utilized by States and Territories to improve quality of programs.

Today the field of Consumer and Homemaking Education remains the single focal point in education which assists males and females in their preparation for the complex and multi-roles of homemaking and wage earning.

These programs focus on the needs of youth and adults as they attempt to cope with the continuously changing problems and demands of society. Consumer and Homemaking Education is a broad-based program which helps individuals in developing competencies and understandings required in preparing for the occupation of homemaking, thus keeping the family intact and productive.

Mr. Chairman, Dr. Hjelm and I would like to thank you for this opportunity to meet with you and this subcommittee and report on the status of Consumer and Homemaking Education.

We will be pleased to answer any questions that you or other subcommittee members may have at this time.

Chairman PERKINS. We will defer our questions for a few moments. I am going to call on the lady from my own State, Audrey Carr. I will ask her to give her views on the situation.

STATEMENT OF AUDREY CARR, DIRECTOR, HOME ECONOMICS EDUCATION, KENTUCKY STATE DEPARTMENT OF EDUCATION, REPRESENTING AMERICAN VOCATIONAL ASSOCIATION

Ms. CARR. Thank you, Mr. Chairman.

I would like to just highlight sections from the written testimony and respond directly to the question of how we have been responsive in States and give some suggestions on future reauthorization.

Twenty years ago, home economics was perceived and was a program for girls and was for the focus of preparing solely for the occupation of homemaking.

Today's programs throughout the country do reflect change, and I think that change comes in part by foresighted policymakers like yourself and by the recognition that most women will now work outside the home for paid employment; but those males and females do need to have those homemaking skills which do form the occupation of homemaking.

Many of the changes that have occurred would probably not have occurred without categorical funding given to the field as a part of Federal legislation in the 1976 amendments.

Consumer and homemaking education is the only educational program which teaches skills resulting in increased family stability, improved management of the home, and increased ability to handle the dual role of homemaker and wage earner. Vocational home economics education programs train not only persons in the essential skills needed by homemakers but recognize that these skills are important to having a productive worker in the workplace.

You mentioned the targeted areas, but since I want to refer to those in just a minute, the 1976 legislation did provide emphasis to these current problems. The need for a better consumer education, promotion of nutrition knowledge and food use, management of resources and promotion of parenthood education—we will come back to those and see how enrollments have changed nationally.

Currently more than 20 percent of the enrollment is male, and more than one-fourth is concentrated in postsecondary and adult programs. This data is supplied by NCES. Students enrolled in a different range of programs, and regardless of what some data says, in isolated incidents, if you take the national scope and look at all States and territories rather than an isolated sample, you will find that we have had a change in enrollment in the targeted areas.

In the management areas, you can see by the bar graph we have gained 6.6 percent enrollment in consumer education programs—excuse me. Management, 6.6 percent; consumer education has increased 25 percent. Remember that sometimes these are integrated into other programs, and for that we cannot isolate any statistics. In the parenting and nutrition we posted gains of 47.5 and 49.4 percent. These statistics are represented by what the States have reported as a part of the Federal followup.

This chart clearly indicates we have addressed national concerns if enrollment can be considered any kind of an indicator.

While only 1 percent of the students enrolled in home economics in 1969 were males, this figure jumped to 21 percent in 1979. Some people would say that this is a result of title IX, and I am quite sure that that did have an impact on programs in all educational areas because that focused on how we were stereotyped and sex-biased in all educational programs, not just in vocational education.

However, the 1976 amendments, in my opinion, did focus attention to getting rid of sex bias and sex stereotyping in our materials, and we have responded accordingly.

In addition, if you look at statistics that have been collected by NCES, you will find that consumer and homemaking programs have the largest share of enrollments of minorities compared to all vocational areas. The highest reported incidence of handicapped students, and one of the two highest vocational service areas serving limited English-speaking populations.

In addition to the four priority content areas, the 1976 amendments directed, as you have mentioned earlier, that at least one-third of the Federal funds be spent in depressed areas. In my written testimony I have provided case situations from a variety of States, including Kentucky, Colorado, Michigan, New Jersey, Pennsylvania, North Carolina, Mississippi, Ohio, Illinois, New York, and Arizona, examples of outreach programs; by definition, those programs that go beyond the regular school setting to address special socioeconomic needs.

If you recall, in the law it was directed that we address the needs of the aged, the elderly, those people incarcerated in correctional institutions, single parents, school-age parents—a terrific assignment.

I think we have responded in the short time that the 1976 amendments have been in action in a way that is very positive. I am not going to take time to go through all the case situations, but I will guarantee you, if you spend some time looking at what States have done, we have been responsive.

The areas where I find we have had the greatest growth is in creating innovative programs in parenthood education, nutrition education and management.

Chairman PERKINS. Let me ask one question of you all.

I presume that we are no longer divided in this area like we were in 1976. I don't think that you people have to be on the defensive at all this year, but that year, you were split. Your own organizations were all split to pieces. I am glad we are coming forth with a united front, because you were in real danger back then. Some of us may not always be able to hold the fort when your own groups split up like they did back in 1976. So far as I am concerned, you can go ahead and point up your good works. I don't think any of you need to be on the defensive. I just think you need to show just how your operations are paying off insofar as the vocational training is concerned in your area.

Please proceed.

Ms. CARR. I think that is exactly what I am saying. We are coming here recognizing that we have a unique role in the area of

consumer and homemaking that is quite different from the role of some other vocational programs.

The program samples are there. I am going to move on to some other parts of the law that I think we respond to that relate to consumer and homemaking. The amendments stress the need for accountability, and States have felt this was an area in which they were very weak, and in addition to the NIE study, States have begun to conduct their own research studies to determine effectiveness.

In the appendixes to my testimony, there is an example of how local classroom teachers interviewed through a questionnaire, students who had been out of school 3 years to find the role of home economics as it related to their life. If you look at that data, they had a very good response. The students all rated it good to excellent in the areas of critical concern that we have mentioned previously.

States are completing the fifth-year evaluation for program improvement. National standards have been developed. A coalition has been devised. States have responded to the need to get rid of sex stereotype and sex bias in curriculum materials. The scheduled funds have provided the incentives.

We have a chart that shows, as we recognize, that State dollars do generally far exceed the amount of Federal dollars. We got the State of Ohio here pictured, in which you can see there is probably about 25 State and local dollars for every Federal dollar spent. That does not mean that the State of Ohio or the State of Kentucky, or any other State, could have provided the innovation to programs with only State and local support. The Federal dollars have generated the State dollars.

In Kentucky, we average about 10 to 12—excuse me—State or local dollars for every Federal dollar, but, again, those Federal dollars provide the incentives. They are the ones that help us promote improved quality of programs and increase the number of persons served.

The secondary programs account for a large percentage of the State and local dollars which are maintenance dollars for regular programs. The Federal dollars support us in helping us to address new changes in technology in the area of homemaking and other vocational areas. State and local funds traditionally are limited to serving secondary students, and yet the incentives at the Federal have insured we will have a growth in postsecondary and adult.

The results of this, I think, are very important. It is important that home economics address the needs of homemakers from all areas. In my State, I think we would have probably been very fair in establishing programs to help those in depressed areas, but regardless of that, the Federal legislation did assure that we flowed money into those areas that had depressed conditions with economically and academically disadvantaged students.

Federal incentives have stimulated States to take a hard look at the nature of curriculum content. Our State and some other States have gone out and surveyed homemakers to find out what the critical problems are, and we are in the process of our third curriculum revision since 1976.

Federal incentives help us to continually update programs. They have encouraged us to develop a new curriculum and to address national priorities. They are the dollars that help us keep teachers up to date and keep teachers on the current programs needed and to help them stay on the cutting edge of curriculum design.

Future Federal funding is even more critical for the next 3 years. The stress and tension of families and individuals due to the rapidity of social change, complexity of life influx in high levels of unemployment—you know the economic situation I am talking about—these are problems that must be addressed in preventive educational programs. Consumer and homemaking can help to fill that bill.

We can't do it all, but we certainly can help with those funds related to stress in families. With Federal incentives, States can develop those innovative programs and utilize the existing delivery system which is much more cost-effective than to try to come up with a new something everytime there is a major problem. Let's help us update and innovate within existing delivery systems rather than fragmental approaches.

In my opinion, and I think this represents other States, because I tried to do a survey of those States before I came here today, the reauthorizing legislation should still address the same content areas that are addressed in the current law, and the reason for that is, we continue to get more problems than we get solutions. Everytime we make some headway, then something erupts with greater numbers of unemployed, greater numbers of problems facing families.

The reauthorizing legislation should still continue to focus on the purpose of preparing persons for the occupation of homemaking and managing the combined roles of homemaker and wage earner. The formula distribution of funds at the State level is desirable in many ways in helping flow money to those needed areas. But I maintain to you we need some latitude in also funding some problems that arise in specific areas that may be penalized by the formula distribution process.

For example, I will give you an example from Kentucky. Mr. Perkins is well aware of this.

We had an area that had some innovative programs, but they have a small population base. However, that was the area where several Indochinese came into the State. We were unable to provide the services to those people because they happened to concentrate in an area that got a very small share of the Federal dollars based on population and other factors. Therefore, in this case the formula was very restrictive. Had we been able to set aside funds for innovative pilot programs that did not have to flow strictly by the formula, I think we could have served those people better.

I would recommend other minimal changes in the current legislation, as I think it is still very relevant to our cause.

I would urge greater flexibility in the planning process and better definitions. We have had a great deal of difficulty understanding what outreach really means, and even the regulations do not clarify that. We have tried to respond the way we think it meant, but there is some lack of clarity.

Also, the terms of postsecondary long-term adult and short-term adult may be definition problems.

Future funding levels should be compatible with the prescriptions in the law, and with that, I conclude.

[The prepared statement of Audrey Carr follows:]

PREPARED STATEMENT OF AUDREY T. CARR, STATE DIRECTOR, HOME ECONOMICS EDUCATION, KENTUCKY DEPARTMENT OF EDUCATION, FRANKFORT, KY.

Mr. Chairman and Members of the House Education Committee:

I am Audrey Carr, State Director of Home Economics Education in Kentucky and immediate past president of the National Association of State Supervisors of Vocational Home Economics Education which represents 57 states and territories.

I appreciate the opportunity to appear along with some of my peers before distinguished members of the House to present my views describing the enterprise of consumer and homemaking education as well as to relate how states have been responsive to the directives of the 1976 Amendments (P.L. #94-482), Part A, Subpart 5, Section 150.

Twenty years ago, home economics was overwhelmingly a secondary program for girls. Its focus was on preparing these students for the traditional full-time roles of wife and mother. Today's programs throughout the country reflect necessary changes - initiated in response to directives given by foresighted policy makers like yourself and by the recognition that most women in today's society will work outside the home with more sharing of family roles and responsibilities among males and females in the family setting.

Many of the changes that have dramatically affected the content of these programs in consumer and homemaking education would not have occurred without the categorical support given to the field as a part of federal legislation in the Vocational Education Amendments of 1976. From the very beginning of federal support for vocational education in 1917, homemaking was recognized as a productive part of the economy. Work in the home continues to be a major factor in determining the strength of the labor market.

In recent years, there has been considerable analysis of the relationship between work and family. The connections are clear. The worker's quality of life is an important influence on individual job satisfaction and optimum productivity.

Consumer and homemaking education is the only educational program which teaches skills resulting in increased family stability, improved management of the home, and increased ability to handle the dual role of homemaker and wage earner. Vocational home economics education programs train not only persons in the essential skills needed by homemakers but are effective in helping persons transfer these skills to the marketplace.

The three professional organizations concerned with vocational home economics education established a coalition to communicate a unified focus for home economics since the drafting of the 1976 Amendments. The six essential skills of homemaking identified in the coalition statement are:

(1) To provide for personal and family development at the various stages of the life cycle and for establishing satisfying personal and family relationships

(2) Caring for and nurturing children

(3) Providing nutritious food for self and family members

(4) Selecting and maintaining housing and living environments for self and others

(5) Providing and caring for personal and family clothing

(6) Managing financial and other resources

While consumer and homemaking education is concerned with perennial issues of home and family life through instruction in the six essential skill areas, the 1976 legislation provided direction to emphasize the following areas to meet current societal needs:

- Consumer education
- Promotion of nutrition knowledge and food use
- Management of resources
- Promotion of parenthood education

The home economics field has been responsive to the 1976 directives as evidenced by:

Consumer and Homemaking Enrollment Data

Currently, more than 20 percent of the enrollment is male and more than one-fourth is concentrated in postsecondary and adult programs, according to the latest data from the National Center for Education Statistics. Students are enrolled in a wide range of programs including the priorities established in the 1976 Amendments. In Appendix A and B, charts are provided which show enrollment figures from 1976 to 1979. In 1979, we had 3.7 million persons enrolled in vocational consumer and homemaking programs. Please note the responsiveness to federal legislation as indicated in the enrollments by program area. The management area has gained 6.6 percent, consumer education - 25 percent. Management and consumer education are often integrated within other content areas, and so may not be fully reflected in these fitures. In a three-year period since 1976, parenting and nutrition posted gains of 47.5 percent and 49.4 respectively. The chart clearly indicates statistically that national concerns are being addressed.

While only one percent of students enrolled in home economics in 1969 were males, this figure jumped to 21 percent in 1979.

In addition to the statistics provided in Appendices A and B, the National Center for Education Statistics has indicated that consumer/homemaking programs have:

- the largest share of enrollments of minorities compared to all other vocational areas
- the highest reported incidents of handicapped students by program areas
- one of two highest vocational service areas serving the limited English speaking population

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Program Responsiveness

In addition to the four priority content areas, the 1976 Amendments directed that at least one-third of federal funds be spent in depressed areas. The program descriptions which follow indicate that there has been and is a high correlation in the establishment of innovative programs - many of which are termed "outreach" - to reach socio-economic disadvantaged persons. There is also evidence that curriculum development has been encouraged.

KENTUCKY

In 1977 in response to the national priority to provide parenthood education, an appropriate curriculum was developed and a new course offering added to the State Program of Studies called Parenthood Education. Although parenting skills had been taught previously as an integral approach, this course gave increased emphasis to this critical area. In 1978, it was piloted and implemented in 1979-80. In 1980-81, 3,027 students were enrolled at the secondary level with 25.7 percent males. Other states have made similar strides.

Presently, a competency-based curriculum including student materials is being developed with the use of federal funds. The curriculum is being based on an occupational analysis of critical tasks for homemaking as determined by six member states in the V-TECS Consortium. Materials are currently being implemented in 100 schools representing 50 depressed counties. One hundred additional schools will receive the curriculum materials and supplies in 1982-83 representing 47 depressed areas.

Programs serving approximately 8,000 disadvantaged adults have been offered for the past few years in drop-in centers located in Louisville, Owensboro, Ashland, and Lexington. Help is given on problems of divorce, food preservation, nutrition, grocery shopping, clothing construction

and renovation, diet and exercise, safety for children, drug abuse, child abuse, wife abuse, dealing with stress, home decorating, handling social security, wills, and taxes. Special helps were given to Indo-Chinese in the Ashland area and Louisville area. (See Appendix C.)

Owensboro focused on older adults and provided helps in "Living with Grief", "Nutrition for the Elderly", "Hobbies for Older Consumers", etc. Blind handicapped persons were provided classes in cooking and managing personal living skills. Single parent classes are conducted in the four programs.

Classes in "Food to Keep Fit", Food and Nutrition Seminars, "Cooking Nutritious Foods", "Facts and Fallacies" are on the increase.

In 1981-82, large adult programs have been extended to four other locations although funding sources have had to be cut significantly in the Owensboro and Ashland areas - necessitating the drop-in centers to be discontinued on a full-time basis.

Programs at the long-term adult level were initiated with Subpart 5 funds at Cardinal Hill Convalescent Hospital serving approximately 125 handicapped persons a year, Pewee Valley Correctional Institute for Women serving 182 persons a year in basic homemaking/personal living skills. Vocational consumer and homemaking programs are also provided in Danville School for the Deaf, Morehead Treatment Center, Pennyroyal Industries (sheltered workshop for adults), Danville Youth Development Center, Dawson Springs Excepticon School (school for mentally handicapped students), Emerson TAPP (Teenage Parent Program), and Willoughby Special School.

Subpart 5 funds have been used to help provide in-service including technical updates to teachers in consumer education, nutrition education, and management of dwindling resources such as energy.

MICHIGAN (program descriptions as reported by state supervisor of home economics)

Saginaw Commission on Aging - A ten-week class was held leading to a certificate in Homemaker's Aid Training. The class was designed for training senior citizens in the basic elements of nutrition, care of the sick and psychology of socialization with the intent of forming a group of volunteers willing to work with other citizens in their neighborhood who need this type of care.

Natural Families-S.T.E.P Program - A reqeust was made by the judge of Bay City, Michigan to have a class in parenting for the parents he works with through the court. These parents had been charged with abuse or neglect or had their children taken away from them and placed in foster homes. The judge and other area lawyers sent out 20 court orders and 13 parents joined the class. As the class progressed, these parents found that there are alternative forms of effective discipline. They were amazed that they could have fun with their children and that parenting can be a positive experience.

Tri-City SER - A class was developed for the Youth Opportunities and Understanding Program (YOU) of Tri-City SER in Saginaw. The course, known as "Cooking for 1 or 2" and then changed to "Nutrition for the Young Family", was tailored to the needs of the low-income minority women enrolled. Subject matter covered areas of basic nutritious snacks for children, cultural attitudes, and emergency provisions. In response to a specific request, one session was devoted to the process of pregnancy and childbirth. While most of these teens had given birth, few knew very much about the development of the fetus and the process of birth nor of the relationship of a good diet to a healthy baby.

Bay City Housing Commission - The social worker from this housing commission contacted us after requests made by her ADC mothers. They were in need of education for communicating with their children, coping with the pressures of raising children and requesting that the focus be placed on single head of household families. As a result, Parenting: A Woman's Point of View emerged, a seven-week series of topics such as dealing effectively with Social Services and other authority figures, scheduling "a time for yourself", positive discipline techniques, and communicating with your children on all matters, including sexual development.

Displaced Homemaker Center - One component involves utilizing an intensive outreach effort directed to Displaced Homemakers in the Bay, Saginaw, and Midland counties. The definition of a displaced homemaker is an individual who has not worked in the labor force for a substantial number of years but supplied unpaid services for family members, is no longer supported by the income of another family members, or is on public assistance which is due to be eliminated because of children no longer being dependant; and is under-employed or unemployed; and/or experiencing difficulty in obtaining or upgrading employment. As of June 30, 1981, the DHC has served 143 women directly by assisting them in following through the process of obtaining occupational and personal counseling, obtaining financial aid and registering for classes needed to upgrade their skills.

Another 45 women were served through a "Brown Bag Lunch" series featuring professionals speaking on the subjects of nutrition, fashion, law, psychology, cosmetics, and domestic violence.

COLORADO (outreach programs in disadvantaged areas reported by state supervisor of home economics)

(1) Sheridan, Colorado:

- Approximately 250 students involved.
- Bilingual cooking classes and nurseries.
- Nurseries are in conjunction with cooking classes.
- Successful activities include:
  - A cookbook on use of commodity foods purchased with food stamps.
  - Working closely with Health Department in helping families in trailer parks with sanitation, etc.

(2) Pueblo, Colorado:

- Last year, 1,200 people were enrolled in this program.
- Classes included:
  - Energy Saving in the Home
  - Communicating with Family and Friends
  - Cooking for Special Diets
  - Home Nursing
  - Home Maintenance
  - Revitalizing Your Clothes
  - Maintaining Your Vehicle
  - Feeling Better Through Proper Nutrition
  - Understanding the Elderly

(3) Downtown Denver, Colorado (urban project) - Emily Griffith Opportunity School:

- Approximately 7,000 students served.
- Activities include:
  - Parent/Child Toy Learning Classes - use toys to help children with certain concepts and behavior.
  - Nursery attendants who are trained para-professionals care for children in nearby homes.
  - Special sessions for targeted groups such as Spanish-speaking groups, parents with handicapped children, single parents on limited incomes.
  - In targeted low-income areas of Denver, para-professionals teach kitchen classes in which students learn to use commodity foods, make their own all-purpose mixes, and sanitation in the kitchen.
  - Parents identified by the Social Services Department as abusive parents enrolled in Parent School. This takes the place of sentencing them to a correctional institution. Parents learn to discipline children in a non-abusive manner.
  - Sponsor food stamp program at distribution center.
  - Over 15,000 served last year.
  - Groups such as Indo-Chinese, Spanish-speaking persons, etc., classes geared to their needs.

(4) Adams County, Colorado:

- Approximately 200 persons in community served.
- Persons reported that they had learned to eat well and spend less, take advantage of the community resources, better manage their money, pay less for utilities, etc.

GEORGIA

- 585 of the 608 secondary consumer and homemaking teachers are in depressed areas.

- 42 of the 42 area vocational centers are in depressed areas.

- Two of the area vocational schools teach programs in pre-release prisons. Have had enrollment of 385 about-to-be released prisoners in consumer and homemaking type programs.

- Elderly area reached in nutrition and consumer education programs. Enrollment of 3,120.

- 70 secondary schools offer special programs for pregnant teenagers. These are funded by small grants for individualized instruction.

MAINE

(1) Home economics program at Maine Correctional Center (serves as prison for men and women).
Enrollment approximately 50 (has capacity of 250).
Program has been in operation for about 8 months.
$17,000 budgeted for project.

(2) Now have $10,000 budgeted for Parenthood Education project for adults but holding until more is known about '82 funding situation.
Project would serve between 200-300 students.

ARIZONA

Approximately 7,000 persons served at postsecondary and adult levels.

Activities include:

- Special project for the elderly. Provided nutrition and consumer education at nutrition sites throughout state.

- Individuals participated in programs of pre-employment training. Provided people in depressed areas with skills that would help them succeed.

- Worked with blind community in Maricopa County (largest county in state). Classes included: sewing classes, food preparation classes (particularly microwave), consumer education.

- Through a depressed project, training was provided for faculty and staff when integration was mandated in the southern part of the state.

- Services in correctional facilities.

- Parent groups - training with parents. Involvement in Spanish-speaking situations.

NORTH CAROLINA

North Carolina reports that it has put its greatest effort into making consumer education a greater priority in programs.

PENNSYLVANIA

Family Life Education: Adult Outreach - Pittsburg:

This program is operating in a senior high school and three other areas within the community. Major emphasis is placed on nutrition for the family, particularly the elderly; conservation of energy; special clothing problems; and consumer education. Sessions are held once a week in the morning or evening. Community sites are free of charge. The adults are from economically depressed areas. Approximately 100 adults are in the program. Recruitment is implemented through community organizations. This program helped to provide positive home/school/community relationships which were made in the inner city.

Young Parents Program - Altoona School District:

This program was designed to keep young parents and/or pregnant teenagers in school. The program assists young females to remain in school and complete their education and receive a salable skill. Approximately all females enrolled in the program do complete their formal education. Another segment of the program deals with young parents. These students complete the program with emphasis in parenting, child development, nutrition, family living, and consumer education and prepares them for the triple role of parent/homemaker/wage earner. Students are provided "hands-on" experience in the infant child care center. Skill training is incorporated where scheduling permits.

Consumer and Homemaking Special School at Butler, Pennsylvania:

Students with multiple handicaps were given the opportunity to learn basic skills to help them care for themselves and to survive in independent learning situations upon leaving the school setting at the age of twenty-one. Basic food needs, basic skills in caring for their personal self and clothing needs are included.

Program for the Elderly in Homemaking - Conneaut:

This is a consumer and homemaking program for the adult population fifty years of age and older. The course was designed to meet the needs of the elderly and includes human development, consumer skills, management

of resources, and nutrition. This was dropped due to rescission but was very successful.

Nutrition Throughout Life - Manheim Central School District:

This program is focused on nutrition throughout the life span, particularly focused on the young child.

MISSISSIPPI

Hundreds of low-income families live in misery and despair because they do not possess the knowledge and skills to establish and maintain desirable home conditions. Money alone will not elevate their standard of living. Lack of knowledge, skills, and mismanagement is the problem. Education is the answer, but it is not an easy answer because most of these people live in isolation even though they dare living together in the same neighborhood. Low income families shun the educational opportunities available to them. Fear and suspicion, apathy, and lack of motivation take the place of action. Therefore vocational CHIDA programs take the training to them. A house or apartment, neighborhood center, local home economics department (after school hours), church facilities, etc., may serve as a center for consumer club meeting.

Instruction in these programs falls within three general areas. Enrollees are taught essential consumer practices such as budgeting, thrift, determining the value of goods and services, the buying of food, clothing, and other necessities. Enrollees (male and female) acquire homemaking skills through study and training in food preparation, child care, home maintenance, sewing, health, nutrition, and sanitation. Basic academic information, too, is made available for those interested in reading, writing, government, citizenship, etc., through courses offered at the school and other approved locations in the community by the LEA.

In Appendix D, a news article is provided which describes one of 47 programs in economically depressed areas.

MISSOURI

One of the program initiatives reported by the state supervisor of home economics education in Missouri relates to a mobile consumer education program. A mobile unit is located on the St. Louis Community College in order to meet the special education needs for persons who would not normally enroll in a regular program. Emphasis is given to meeting the consumer education/career skills development needs of individuals. The program was initiated in 1977-78 and has shown a steady increase in participation in FY '80. 4,569 adults were served - an increase of 44 percent over FY '79. Senior citizens account for a large number of these. Classes include topics such as "Pills and Promises", "Cooking for One or Two", "Living on a Fixed Income".

NEW JERSEY

Child Development and Laboratory at Collingswood High School, Collingswood, New Jersey:

This program serves approximately 75 students in Grades 11 and 12 in the secondary program and pre-school children. The combination of the child development theory class and laboratory offers young men and women an opportunity to learn about child development from prenatal to age six. The laboratory gives them the experience of applying theory and methods of guiding young children in a variety of learning activities.

Creative Consumer I and II at Keyport High School, Keyport, New Jersey:

This program serves approximately 60 students in Grades 10 and 11. The "Creative Consumer" courses provide learnings in personal and family financial planning, nutrition, food purchasing, storage, and preservation, energy conservation, individual life goals, management, housing, home furnishings, and care of the elderly.

Homemaking and Consumer Education, Tabernacle Township School, Vincentown, New Jersey:

This program serves approximately 400 students Grades 6-8. The units of study take into consideration the predominant developmental characteristics, needs and concerns of the early adolescent. Units of study include: improving personal appearance, getting along with family and friends, helping with nutritional family meals, enjoying and caring for young children, planning and caring for clothes, caring for and making a room attractive, using money wisely, and exploring future careers and occupations.

Consumer Homemaking Education for Out-of-School Youth and Adults, Atlantic City, New Jersey:

This program serves approximately 300 persons through the three centers in Atlantic City. Each of the three centers for Consumer Homemaking Education which serves out-of-school youth and adults is housed in a community school. Each community school serves grades K-6 and the adult population. The program addresses societal issues in nutrition, parenting, consumer rights and responsibilities, management of resources, coping skills, and interpersonal relationships. Other consumer and homemaking areas addressed are clothing and textiles, housing, home furnishings, family health and safety, home management, food preparation, etc.

Senior Citizens and Adolescents in Action, Clearview Regional Junior and Senior High Schools, Mullica Hill, New Jersey:

This program serves approximately 200 students in Grades 7-12 and senior citizens. This program promotes socialization, education, and activities between students and senior citizens. Students and senior citizens meet to exchange ideas and views of societal issues, to socialize, and to study areas of consumerism, foods, nutrition, clothing, housing, family health, and crafts.

Senior Survival and Family Life Skills at Bordentown Regional High School, Bordentown, New Jersey:

This program serves approximately 150 students in Grades 9 and 12. The "Senior Survival" Course is designed to meet several perceived needs of the senior level student who is designated as educationally disadvantaged. Topics of educational study include: housing choices, job-related skills, financial decision-making, daily living conflicts, and recreational apparel construction.

The "Family Life Skills" provides an opportunity for students to develop communication, parenting, and coping skills. It is team taught with business education and social studies.

Independent Living Skills for the Handicapped - Fairlawn Opportunity Center, Fairlawn, New Jersey:

This program serves approximately 25 handicapped adults. The Fair Lawn Opportunity Center is affiliated with the community adult school which serves six communities. This center provides a comprehensive program of vocational training, and social and recreational activities for retarded young adults (age 20 and over) when public education is no longer responsible for providing programs for the handicapped. The major goals of the "Independent Living Skills for the Handicapped" course is to develop vocational and social skills that will allow young retarded adults to make a successful transition to independent living. The program also promotes each individual's self-concept and provides added motivation for continuing overall development. Educational objectives include:

- Develop household maintenance skills;
- Develop the knowledge of food preparation and nutrition;
- Develop socialization skills and family relations;
- Develop consumer skills;
- Develop communication skills; and
- Develop familiarity with transportation systems.

Consumer and Homemaking Education Program of Out-of-School Youth and Adults, Passaic County Technical and Vocational High School, Passaic County Learning Center, Paterson, New Jersey:

This program serves approximately 400 out-of-school youth and adults. The Consumer and Homemaking Education program's primary goals are:

(1) To prepare students in the skills, concepts, and discernments necessary to cope with day-to-day living;

(2) To inform and create an awareness of the various resources available to the Passaic County Community; and

(3) To provide information and training in the prevention of consumer frauds.

The program provides opportunties for students to gain information through a variety of techniques including workshops, lectures, field trips, newsletters, individual conferences, and courses for GED, ESL, ABE, and WIN students. The teacher/coordinator of this program is also a resource person

to the HIT program (Homemaking in Transition). Therefore, clients in the HIT program are encouraged to participate in all programs designed for the Passaic County Community in consumer and homemaking education.

Project Alone at Bergen County Vocational Technical School, Teterboro, New Jersey:

This program serves approximately 100 handicapped students. The overall goal of this program is to enable young adults to acquire the home economics skills for independent living. All classes are co-ed and all students are required to participate in the program prior to graduation.

Urban Living Skills Center - Kearney Campus, Mercer Community College:

This program serves approximately 1,700 out-of-school youth and adults through workshops, courses, meetings. etc.

The center for Urban Living Skills was initiated to provide the training and resources to aid inner-city residents in dealing with dual pressure of serving as both wage earner and homemaker; the need to maximize the purchase power of a family's limited assets; the need to obtain adequate nutrition on a severely restricted budget; the complicated responsibilities of parenting; and indeed, the very basic struggle for individual survival are all very real and immediate problems facing many urban residences.

Among the groups served were: senior citizen nutrition sites, other senior citizen centers, Mercer County Detention Center, church groups, day care center parents, GED classes, job training classes, home health aides, welfare clients, state family counseling clients, transitional patients, non-profit agency counseling groups, and of course, the general public. Forty-four percent of the students were female, thirty-four percent male. Forty-four percent of the students were white, fifty-one percent black and four percent Hispanic. For the first half of this fiscal year (1980) 1,424 persons attended classes.

By attending activities at the Center for Urban Living Skills, the participants will be better able to: maximize the purchasing power of their limited family incomes by acquiring the skills necessary to cope with such problems as interest rates, installment buying, food purchasing, food stamps and high cost of health and medical services; reduce sex-role conflict within their family situation; increase their understanding of the distribution of responsibilities in homemaking; better manage their household in the dual role of homemaker/wage earner; handle their problems as parents in guiding the development of their children; manage intra-family conflict, with emphasis on reduction of child and/or spouse abuse; and understand the nutritional needs of all family members.

School Age Parent - Jersey City Board of Education, Jersey City, New Jersey:

This program serves approximately 200 pre- and adolescent (ages 12-20) pregnant students who elect not to remain in their home school but choose an alternative educational program at Fairbanks Hall, Medical Center.

The Consumer and Homemaking component addresses the educational needs of this specialized population. The curriculum focuses on child care, guidance

and development, nutrition, consumer education, human relations and development and other areas as they relate to the students physical, social and emotional needs.

Nutriton Sense and Non-cents - Jersey City Board of Education, Jersey City, New Jersey:

This program serves approximately 300 senior citizens residing in six senior citizen centers.

Ten two and a half hour sessions are conducted at each of the six centers throughout the year. The home economics teacher from the nearby school is released to carry-out these sessions. The overall objective is to provide nutrition information. Areas of instruction such as: Road to Good Nutrition, Challengers of Foods, Good Spending Practices, Food Choices and Meal Planning, Food Habits, Cooking Adventure, and Consumer Responsibilities are included. Guest speakers include a bank representative to speak on consumer fraud and wise use of banking practices. Field trips to shopping areas and other places of interest.

Consumer Home Management Course for Pre-Parolees at Clinton State Prison, Clinton, New Jersey:

This program serves inmates who will be coming up for parole. The consumer management course for pre-parolees provides a means to reduce the cultural shock of economic changes affecting the home which have occurred during their periods of incarceration and which could seriously impede their chances of successful reinstatement within the community.

Through understanding of comparison shopping, processes, and need for budgeting, appropriate nutritional requirements, dangers inherent in credit buying, methods of preserving and conserving of clothing, food and household appliances, the pre-parolee may significantly improve his/her chance for maintaining self-support in the community without resorting to criminal activities.

This program provides for 32 adult females and male inmates who are within 6 months of parole. Classes of eight will meet twice weekly for twelve (12) weeks. The program will include seven (7) comparison-shopping trips to stores in nearby communities.

ILLINOIS

CHEP, the Consumer and Homemaking Education Program, is designed to teach management and homemaking skills to low-income families. Low-income adults (program assistants) are hired to teach low-income adults through home visits (neighbor to neighbor) and group meetings (community worker). The program operates through a contractual agreement with the Illinois Cooperative Extension Service. The program is located in the metropolitan areas in Cook, Madison, and St. Clair Counties. Before the cuts of FY '82, it operated in three other counties and included a Consumer Call In.

During FY '82, 3,270 families participated in the neighbor to neighbor program, 7,328 homemakers attended 549 group meetings held by community workers and

20,410 persons used the Consumer Call In. The program serves males, females, children, teens, young adults, and elderly, as well as persons of various ethnic backgrounds and minority groups.

Reported success stories include:

(1) Eighteen young mothers of pre-school children are meeting twice a month in Cook Area I with a CHEP program assistant. The children all attend one of the Chicago Department of Human Services' Parent-Child Centers. In a series of meetings, the mothers study meal planning and food selection for young children. One homemaker reported, "I now know that cost alone is not an indication of a well-balanced meal."

(2) In Pulaski-Alexander County, a program assistant held a series of six meetings for nine homemakers who were having problems paying their rent, utility, and other credit payments on time. At the first meeting, they had a skit about managing a family's income. By being involved in the skit, they began to see there might be hope. At each meeting they talked about the cost of credit; problems with creditors, shopping for credit, the kinds of credit, and credit terms. During the last meeting, they discussed how they used credit differently compared to last year. One homemaker shared, "I now compare everything I buy. Last year at this time I owed over $150. Today I don't owe anyone and I've saved $50 by comparison shopping and using coupons for groceries." These homemakers now have a coupon sharing club and meet regularly. They all report they have their rent and utility bills paid.

(3) Probably one of the most successful group meeting efforts this spring was the work of two persons in Jackson County who worked cooperatively with the Jackson County Action to Save Energy (CASE). Together they helped more than 80 homemakers obtain free conservation kits and receive training in how to weatherize their homes. Each kit worth $60, include weather stripping, caulking guns, hot water jackets, and other materials. The homemakers report their homes are warmer and less drafty as a result. In addition, there has been a decrease in the amount of their utility bills.

An especially important aspect of the program is that one of persons working with the homemakers enlisted the help of local unemployed youths who had generally earned a reputation as local troublemakers. The seven high school dropouts she enlisted eventually learned enough about weatherizing homes to do 40 homes of senior citizens in Ava.

The project helped create a better community spirit. One of the individuals working with this program commented, "Each senior citizen had high praise for my 'rowdy bunch' and remarked on how well the crews worked. The senior citizens learned from the project that there is something good in everybody if you just take the time to look for it."

This project was honored last fall by President Carter by receiving the President's Award for Energy Efficiency.

(4) One individual reports, "When I first started working with my homemaker I noticed that her house was very dirty. The pigeons were coming in and perching on the kitchen table. I made no comment, but on the next visit I not only brought the information on food buying but an extra sheet on house cleaning. Then on the next visit I started doing little things to encourage her cleaning the house. There has been a real difference. The homemaker's house is so comfortable I could stay forever!"

(5) Another individual reports after her homemaker purchased an automatic washer, she got a notice from Social Security saying that $79 would be taken out of her check. She also got a letter from Public Aid stating that since she didn't get her income report in on time that she would not get this month's food stamps. She had already made an $88 down payment on the washer. She was upset and so she called me. We sat down together and I taught her how to make out a budget sheet. When I sent back she told me all her bills were paid, including her rent and she still had food! She will be getting her check today.

(6) One person teaches several special audiences in her outreach work. An important group is the CEPT (Continuing Education for Pregnant Teens) mothers. She teaches personal grooming, pre-natal care, nutrition, budgeting, planning a layette, and shopping skills.

Another important group is the six senior citizen groups she meets with regularly. During July she met with 154 homemakers and discussed ways to make work easier. Many of them live in apartments by themselves and found the housework too much to handle. The teacher suggested they divide up their chores and do only a few each day. This seemed to be a big help.

NEW YORK

During FY '81, there were 28 projects funded under VEA Section 150 to reach social-economically disadvantaged adults in need of consumer-homemaking skills. Projects were located in major urban areas and many rural areas.

Annual reports indicate approximately 51,903 males, 111,964 females, and 6,339 children of participants were served by programs located in a center. Through short-term contacts in such locations as malls and mobile units, 89,247 individuals were reached. In addition, some programs presented information through the medica such as TV and newspapers to an estimated audience of 166,019. Participants included single parents, teenage parents, handicapped adults both physically and mentally, senior citizens as well as families in need of consumer skills.

Topics covered included:

- Consumer Education - understanding consumer rights and need for awareness, comparison shopping, conserving energy, recognizing legal rights and landlord-tenant relations.

- Resource Management - budgeting family income and dissemination of information for other agencies on such topics as food stamps

and banking procedures.

- Nutrition Awareness and Food Preparation - developing good nutrition concepts and practices, preparing meals on a limited budget, stressing the relationship of nutrition to health and the importance of exercise.

- Parenting and Relationships - stressing the importance of good communication within the family, understanding child development patterns dealing with problems related to child and partner abuse, drug abuse, disciplining children in a positive way.

- Clothing and Textiles - experiencing self-worth and success through creating a garment for self and for family members and sewing for the home.

Activities took place where the people were such as: adult education centers, community centers and specialized consumer-homemaking facilities in store fronts, apartments, churches, and schools.

OHIO

In Ohio, vocational home economics gives leadership to consumer economic education K-12. More than 33,000 teachers and a half million students have been reached with basic economic concepts.

One survival skills project was developed using federal Consumer and Homemaking funds in Ohio. It has received national recognition, including citation in Toffler's Third Wave. The aim of the project is to improve instruction in housing and resource management, including energy conservation. A pilot site and 25 vocational planning districts developed tool maintenance kits with accompanying curriculum and hands-on in-service for teachers to help students learn to make simple home repairs. This is an example of a demonstration project that has now been disseminated throughout our existing programs using state and local funding.

FHA'ers are using their nutritional knowledge to share projects with elementary students, adults, and the elderly in their communities

In a Governor's study in Ohio, it was determined that teenage pregnancy was the leading cause of female student dropouts. Using federal funds, Ohio tested programs to assist teenage mothers with needed parenting and career skills. While the dropout rate for teenage pregnant students has been reported as 80 percent, they were able to retain nearly all of the students in these programs in school. This program has now been picked up by state and local funding and is being implemented in a number of additional sites.

In addition to responsiveness relating to who is served, type of programs, and priority content areas, state have responded to other directives in the amendments which have received national attention.

The amendments stressed the need for accountability in programs. Although

a review was conducted by NIE, educators within the field have conducted and are designing future research studies to determine effectiveness, responsiveness, and future needs of consumer and homemaking education.

The Iowa Census Study was designed to provide a description of vocational programs in public schools across the nation. Are Vocational Consumer and Homemaking programs achieving the purposes outlined in the 1976 Amendments? A random sample of 1,662 schools and 41 states responded to a questionnaire addressing this question. The findings indicated a shift in emphasis from major enrollment in comprehensive home economics classes in 1976 to a significant increase in classes related to the four priorities stipulated in the federal legislation, nutrition, consumer education, parenting, and management. This impact research study confirms the NCES enrollment data.

Two other national research studies (Mears, Ley, Re, 1981; Caputo, Haymore, 1981) were conducted to determine effectivenss of vocational home economics programs. The qualitative data in these studies support the quantitative data from the Census Study. The major conclusion states: "It is evident that these programs are addressing the mandates of legislation."

Case studies which illustrate how consumer and homemaking relates to "learn how to live" as well as "how to make a living" are included in Appendices E, F, and G.

In addition, all states are completing the final year of reviewing consumer and homemaking programs for program improvement.

Teachers in some states have even followed up students at the local level to see how effective programs have been. In Appendix H, a sample report prepared by consumer/homemaking teachers in Barren County, Kentucky is provided.

National Standards for Vocational Home Economics have been developed since 1976 under contract with the University of Texas and involving a wide

range of educators, students, business persons throughout the country. We now have established uniform terminology and a system of accountability. The standards maintain and encourage excellence in vocational home economics.

Future Homemakers of America continues to be a student organization functioning as an integral part of the home economics education curriculum. Nearly a half million young men and women in all fifty states and territories are affiliated in over 12,600 chapters. Leadership development is a major objective of the organization. Projects completed utilize skills learned in consumer and homemaking and serve the young, peers, the elderly, and special populations in areas of energy conservation, nutrition education, intepersonal skills, etc.

States have responded to the need to eliminate sex bias and sex stereotyping in vocational programs and to assist males and females for changing roles. Many activities could be cited but only two examples are provided from my own state Kentucky.

In 1978-79, fifteen secondary and postsecondary home economics teachers participated in a workshop for the purposes of becoming more aware of the changing roles of males and females in today's society and developing supplemental curriculum materials.

The two-week workshop, field testing, final development, and presentation of curriculum materials was in cooperation with an exemplary project of a state university.

As a continued activity of the project, a copy of the curriculum guide and a list of recommended resources were made available to all postsecondary and adult home economics teachers in the state at the 1979 Kentucky Association of Home Economics Teachers Conference. Some members of the field test group presented ideas for supplementing present curriculum with the changing roles curriculum.

89-463 - O 82 - 5

In 1978-79, the Home Economics Unit and the Sex Equity Director planned and conducted a statewide workshop for two selected teachers from each of the thirteen regions. The workshop was a day and a half in length at a cost of approximately $8,500. The two teachers from each region with the help of state staff conducted a follow-up workshop in the fall for home economics teachers, some principals, and some guidance counselors in each of the regions.

Audio visual kits were purchased with the Subpart 5 monies to be placed in each region to be used by home economics teachers in the classroom, school, and community meetings when appropriate. These kits consisted of worksheets, filmstrips, tapes on understanding sex equity issues, legislation, how to recruit for sex fair behavior. Enrollments indicate progress.

Federal funds, though generally exceed by state and local support, have promoted the change and innovation that have come about in the field over the last two decades. No instance of this fact is more telling than the changes that categorical legislation and funding have brought about in response to specific socio-economic national priorities. The overall effect has been an improvement in the quality of programs and in increase in the number of persons served through the existing delivery systems within states and local educational systems.

The secondary programs that existed twenty years ago would probably have continued without federal support. They would probably continue today, although undoubtedly with a loss in quality. But federal support has made it possible to serve a broad range of students, most notably males and students at the postsecondary and adult levels.

As the pressure of changing technology requires more and more retraining of adults to keep their skills in tune with the needs of the workplace, consumer and homemaking programs must provide the preventive education to

help persons deal with these complex changes. State and local funds have been traditionally limited in serving students beyond the high school level. Yet the incentives in the federal legislation have resulted in growth in postsecondary and adult programs. The results have been felt in the workplace as well as at home.

It is important that home economics address the needs of homemakers from all economic areas. Although many states would have been fair and equitable in the distribution of funds to serve the needs of all students, the federal legislation has assured that homemakers located in depressed economic areas and individuals who are academically and economically handicapped or disadvantaged are not denied services.

Federal incentives have stimulated states to take a hard look at the nature of the curriculum content, the way programs are designed and housed within local school settings and what needs to be done to do a better job of meeting the needs of special students.

Most states have responded by directing more of the federal funds than required by law into the depressed areas of their states and have done much to develop curriculum which is relevant and reasonable for students in these areas. In this process, states have attempted through research and other methods to determine what the critical skills of homemaking are and what enrichment curricula could be provided to improve the quality of life.

Secondary program quality has also been greatly improved by the use of the federal funds to purchase equipment and curriculum materials to upgrade instructional laboratories. Federal incentives encourage continual updating of programs.

Curriculum development, which should be an ongoing process in all states, is often hampered by the lack of state or local monies for this purpose. Federal incentives have encouraged states to develop new curricula

to teach critical skills and to address national priorities.

Accompanying curriculum development, incentives have called for keeping teachers up-to-date through in-service training opportunities. Such programs keep teachers on the cutting edge of current programming. Consumer and homemaking teachers need to know what is happening to families and what technological changes are occurring in society that will have an impact upon the home and family. States are also able to support teacher education programs that develop exemplary projects for pre- and in-service training.

States have responded effectively to all directives as evidenced by changed enrollments and programs offered.

Future federal funding for consumer and homemaking is even more critical for the future. The stress and tension of families and individuals due to the rapidity of social change, complexity of life today, inflation, and high levels of unemployment can be relieved by educational programs designed to help persons cope with these situations. With federal incentives, states can develop innovative programs and keep teachers up to date in utilizing existing delivery systems more cost effectively than could be done in fragmented approaches.

The reauthorizing legislation should still address the content areas addressed in the current law with opportunity to develop programs focusing on pressing societal needs.

The reauthorizing legislation should focus on the purpose of preparing persons for the occupation of homemaking and/or managing the combined roles of homemaker/wage earner.

Although formula distribution of funds is desirable in flowing funds to needed areas, some latitude should be permitted states to fund innovative and/or experimental programs based on program criteria rather than a strict formula distribution process.

I would recommend minimal changes in the current legislation as it still represents relevant needs. However, I would urge greater flexibility in the planning process within states, better definitions, and more clearly explained regulations relating to compliance.

Future funding levels should be compatible with the prescriptions in the law.

***NOTE: Program areas marked (*) encompass the National Priority areas as identified in present federal legislation for Consumer and Homemaking Education Programs.

APPENDIX A

Number and percent change in reported enrollments in the consumer and homemaking program area (VEA: fiscal years 1976 and 1979

Program	Enrolled in FY 1976	Enrolled in FY 1979	Percent change FY 1976 to FY 1979
Comprehensive Homemaking	1,629,107	1,435,460	-11.9
*Child Development and Guidance	193,300	285,130	47.5
Clothing and Textiles	340,221	348,883	2.5
*Consumer Education	155,107	193,866	25.0
*Family Relations	181,517	271,816	49.7
*Foods and Nutrition	338,242	505,304	49.4
*Home Management	41,299	44,009	6.6
*Housing and Home Furnishings	130,066	135,386	4.1
Other Homemaking	506,183	490,392	-3.1

SOURCES: U.S. Department of Health, Education, and Welfare, Division of Vocational and Technical Education, Summary Data, Vocational Education Fiscal Year 1976, 1977; United States Department of Education, National Center for Education Statistics, Vocational Education Data System, preliminary data.

APPENDIX B

Enrollments in the consumer and homemaking program area (VEA), by level and program: 1978-79

Program	Total	Below Grade 11	Grades 11-12	Postsecondary	Adult (long-term)	Adult (short-term)
Total	3,710,246	1,380,630	1,430,556	30,252	47,790	821,018
Comprehensive Homemaking	1,435,460	817,430	361,052	3,108	3,753	250,117
Child Development and Guidance	285,130	51,595	134,756	1,526	19,589	77,664
Clothing and Textiles	348,883	96,767	131,489	1,321	3,208	116,098
Consumer Education	193,866	38,084	73,351	4,520	484	77,427
Family Health	19,759	2,451	7,051	0	80	10,177
Family Relations	271,816	57,563	170,782	665	471	42,335
Foods and Nutrition	505,304	136,882	250,832	1,880	1,941	113,769
Home Management	44,009	9,650	22,223	304	288	11,544
Housing and Home Furnishings	135,386	26,337	56,326	695	2,228	49,800
Other Homemaking	470,633	143,871	222,694	16,233	15,748	72,087

SOURCE: United States Deparment of Education, National Center for Education Statistics, Vocational Education Data System, preliminary data.

Testimony - Carr
State of Kentucky APPENDIX C
LOUISVILLE TIMES

Teaching adults new tricks

Talbert center brings homemakers, dropouts, retirees back to class

By LINDA McCAULEY
Staff Writer

Mimi Kennedy rounded for the second and stepped quickly to the school's back front steps.

"I never thought I'd go to school again," she said, before entering the yellow brick building.

"You see, I'm about as old as the old schoolhouse."

But Mrs. Kennedy, a retired saleswoman who attends a morning class twice a week, said she's learned that she isn't too old to go back to school.

At the Talbert Continuing Education Center, 1018 S. Seventh St., you can't be too old. It's the county's first and only full-time school for adults.

About 300 students attend the school, which has transformed the mission of education for more than 50 years.

During that time, the Seventh building has made the transition from a segregated college campus to an elementary school to an alternative education center.

Today, Talbert is a community school for adults who seek career and education counseling, who need training in reading and English, who want to earn a high school diploma or who have the talent to learn new hobbies.

The Old Louisville school houses five adult educational programs offered by the Jefferson County Board of Education.

The programs are the Displaced Homemakers and Nontraditional Job Preparation Center, English As a Second Language, a career and educational counseling center, a basic reading and learning lab and a basic education drop-in center.

The students hail from 100 states, from the South End, the East End and the Old Louisville, Shawnee, Russell and Portland neighborhoods.

"It's simply a school for people who still need or want to learn," said Hazel Saylor, assistant director of adult basic education for the school board.

But, he said, Talbert's programs have an uncertain future because their sources of federal money were cut recently.

On the third floor, Nancy Rash, director of the learning lab, helps about 50 students a week prepare for their high school equivalency tests.

"For some, this is the first time they've ever succeeded at anything," Rash said.

"This may be the first time that the school door has ever really been open to them."

Down the hall, a reading lab helps about 25 adults learn to read.

Many of the students who attend the two labs are from the neighborhood.

They walk across the street from College Court public housing, from Shelter House in Old Louisville and from the Park Hill Homes, at 13th and Hill streets.

Others take buses from the western and southern ends of Louisville.

Edward Torrance, 33, 1402 Shorgrad Parkway, is one of those students.

He dropped out school in the eighth grade, joined the Army and traveled the country. Now he wants to go to college.

"To get a lot or job," he explained.

He says he plans to apply to the University of Louisville after he gets his degree.

Rash said that when Torrance passes his equivalency test, he can walk upstairs for information on student loans, college entrance requirements and training programs.

The career counseling center, sponsored by Kentuckiana Metroversity, is on that floor.

A small poster hangs on the wall near the director's office.

It says, "I know I'm somebody 'cause God don't make no junk."

Program director Dan Connell said it's a philosophy that "you've got to believe in after meeting the 4,000 people a year who come to this office looking for help."

He said he tries to tell people about schools and available grants and loans.

He also said he refers many adults to other programs and classes in the b. ding because many need to take the equivalency test or are looking for skills.

"Most just want to learn how to find a job."

The Displaced Homemakers and Nontraditional Jobs Program helps men and women find work.

About 20 people attend classes twice a week to learn how to identify their skills, go on interviews, fill out applications and write resumes.

"If a woman doesn't have any skills, I can try to direct her people without getting her in all different businesses," said counselor Officer Lena Hawkins.

"We all work together here and collect ideas from many people."

The dress students in the learning lab on the second floor, in the educational counseling center on the fourth floor and in the drapery and sewing classes in the basement.

The dress sewing machines were in Tilly Fosh in the basement's home economics lab.

Now Doorbower teaches drapery-mat. ng and home furnishing classes in room 4.

About 25 students make curtains, bedspreads, pillows, quilts and shades for customers and themselves.

Doorbower said two women from the class found jobs last year with the business they'd mastered.

Guest speakers from custom decorator shops and field trips to industrial drapery shops expose students to the skills they'll need.

Child care, cooking, sewing and aerobics classes also are offered in the basement.

"The center really belongs to the people of the neighborhood," said Ann Cox, a home economics teacher.

"We have many people drop in

See TALBERT
Page 6, col. 3

Talbert center brings adults back to school

Continued from Page One

who want to learn how to make ends meet or to be employed with more or less confidence that they have."

She considers the center a resource for people who have been rejected and who need to learn about themselves and conquer public speaking.

Ella Mae Jones, who lives in the Russell neighborhood, has been serving at the center two years.

"Before I started coming here I didn't know how to read a pattern," she said.

Now she makes most of her clothes.

Financing recently was restored for another program, English as a Second Language.

The program had to close this summer when it ran out of money.

Katie Barker, of 2824 Greenwood Ave., cut out fabric during a drapery-making class at the Talbert Continuing Education Center, at 1018 S. Seventh St.

For years, the program has helped refugees learn English and reunite in the area.

But Saylor said the future of all the programs at the Talbert center is uncertain.

"We know we have funding through the spring, but after that no one knows," he said.

Several programs are financed with federal money funneled through the state to the board of education.

But he said the money may dry up next year, forcing the board to cut special programs.

"I think we may lose many unique adult services that the community needs," Saylor said.

"There are similar programs like those offered at Talbert at other schools, but they're not in one building.

"Adults need educational facilities like Talbert."

Saylor said his office is always looking for ways to promote the programs.

He said a monthly newsletter announces activities, and a slide show on the programs is sometimes presented at neighborhood and church meetings.

The school is open daily from 9 a.m. to 3 p.m.

APPENDIX D

They're Better Homemakers

Mary Healy and Brenda Russell are helping people become better homemakers by working as instructors in the homemaker aide program in Sonoma. They have found the job to be challenging, rewarding and time consuming.

The main goal of the homemaker aide program is to help disadvantaged homemakers in economically depressed areas improve their living conditions. As homemaker aides, Mrs. Russell and Mrs. Healy assist consumers in improving personal, home and family living.

The program is offered through the Vocational Technical Division and is supervised by Hallielujah Mathermehl, assistant state supervisor, home economics education. There are 47 ongoing programs in the state in seventeen counties with a total enrollment of 1,886. In Yazoo County there are five programs in operation — two in Sonoma, one in Holly Bluff and two in Benton — with a total of 108 homemakers enrolled.

The classes in Sonoma are held in centrally located homes in the community and in an available classroom at Gibbs Elementary School. The head supervisor of the program is Mary Buckley, vocational home economics teacher at Sonoma High, but the homemaker aide is responsible for the instruction of the classes.

"The groups are small," said Mrs. Healy, "and emphasis is placed on three areas: housing, clothing, consumer and foods.

The homemaker aide visits in the community and recruits potential students. According to Mrs. Russell they sometimes make several informal home visits taking recipes or information booklets to interest prospective students.

The classes are not mandatory and are free to the homemakers but the students furnish their own material and demand if moving instruction is offered.

"Some of the homemakers have learned to sew well enough to take in sewing to supplement their income," Mrs. Healy added.

"A total of 70 homemakers are enrolled in Sonoma," continued Mrs. Healy. "We have 11 men enrolled, and we've found that in most of the homes the men show a real interest in the instruction."

"We try to help the homemaker learn about services in the community," Mrs. Russell explained. "We work closely with the health center, welfare department, community center, hospital and mental health clinic in the area.

Homemaker aides are usually non-degree personnel, but they are leaders who can relate to people and see and understand their needs.

"You get close to the people you work with and sometimes they really depend on you," said Mrs. Healy. I like making it right sometimes and worry about them."

Mrs. Russell says she feels responsible for her students and she learns when they need help. "I like try to instill the importance of an education and if someone has dropped out of school, I try to get them encouraged in going back," she said. "We had two students who passed the GED test and one now who's working on it."

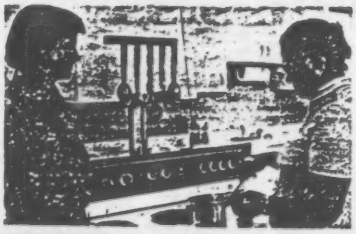
Mrs. Russell and Mrs. Healy spend a great deal of time and effort in making the program beneficial to the students, but they both feel the support they receive from local school administrators has helped them in their accomplishments.

"John Payson, Yazoo County school superintendent, Harold Middleton, Benton High School principal, and Flonegan Ratcliffe, Gibbs Elementary School Principal have all been cooperative and helpful," said Mrs. Healy. "Without their help we could not do our job as well."

Mrs. Russell added, "In many cases of the state classrooms can only be used at night, but here our principals and superintendent provided a classroom so that students could attend at various intervals during the day."

According to Mrs. Russell the work is not finished when she and Mrs. Healy finish their classes. Students call almost every day of the week, they explained, "sometimes they need help filling out forms, sometimes they have sewing or nursing questions, and once someone brought a sewing machine to the house to see if I could fix it."

"Even though the job is sometimes time consuming, it's so rewarding when students begin to make improvements in their home or try to raise their standard of living," said Mrs. Healy. "The feeling of accomplishment I get just makes me want to help more."



HOMEMAKERS HELPING HOMEMAKERS — Brenda Russell, left, instructor in the Homemaker Aide Program in Sonoma, gives some advice to Gloria Duke one of the homemakers enrolled in the class.

Sex Equity Is Topic

Sex equity coordinators held their first national conference on November 16-17 at the Excellent Conference Center at Berkeley Springs, West Virginia.

Forty states and the territory of Samoa were registered for the conference. Judy McLarty, program officer, sex equity, represented the state of Mississippi.

Sex equity coordinators have the responsibility of fulfilling the Vocational Education Amendments of 1976, which mandate that each state employ full time personnel to insure equality for both sexes in all vocational education programs and activities.

Speakers addressing the conference were: Dr. Daniel Denham, deputy commissioner designate, Bureau of Occupational and Adult Education (BOAE); Dr. Charles Bussell, associate commissioner for Adult, Vocational, Technical and Manpower Education, BOAE; Dr. Lorey Comeborn, acting director, Division of State Vocational Program Operations, BOAE; Dr. Shirley McCune, Council of Chief State School Officers; Dr. Mary Ellis, founder and president, Ellis Associates, and Amanda Smith, education consultant in sex equity.

The conference was sponsored by BOAE, Dr. Sheryl Denbo, special advisor on women's issues and Gail Miner Smith, education program specialist, in sex equity in charge of arrangements and contracted to R.J. Associates for coordination of the conference.

Nothing Beats Experience

There's nothing like first hand experience in learning a job and the students in the Food Services Department at the New Albany Vocational Complex are getting just that.

For the first time, students in the department's two-year foods program are preparing meals to serve to the general public at a nominal price.

Students in the program are from the county school as well as W.P. Daniel. Mrs. Norma Dorn, food service instructor, said course instruction included basic principles of food service, sanitation and safety, catering, planning, and serving of meals and cost of meals.

"This year, the main thrust of the program is that of serving meals to the public on Tuesdays and Thursdays," Mrs. Dorn said. Lunch is served from 11:30 a.m. until 12:45 p.m. on a reservation basis.

In addition to the meals service, the students are also doing catering for the public. This service can include one dish or a complete dinner. They prepare fresh baked breads, cakes, pies, beverages, cookies, cup cakes, and casseroles.

"We offer these services for a small fee," Mrs. Dorn said, "but we must have ample notice of the function to prepare a meal."

In the program, second-year students do all the food preparation for the meals and first-year students do the serving and clean up.

Another aid to the program is the advice and guidance of the Crafts Committee composed of professional food service managers in the area.

The committee members are Lorrell Frazer at Kentucky Fried Chicken, Tom Rollins at Shoney's and Geneva Franklin at Geneva's.

"This program is a service to the professional food service industry because it produces trained personnel who will be available for jobs in these areas," Mrs. Dorn said.

APPENDIX E: A CASE STUDY

Terry Pruetz of Stafford, Texas appreciated the background in economics courses when she was unexpectedly required to take over the household responsibilities:

"Home economics has played a major role in my high school career. I have learned how to set goals, evaluate goals, and how to attain those goals. I have been taught guidance, leadership, and management.

The knowledge that I have gained through my home economics education has been both useful and rewarding. Ever since I was a small child, I have had certain household responsibilities not only in the field of home management but child care as well. I have always felt that I have made practical use of what I have learned in various home economics courses. However this was especially true during a period of time last year when my mother was hospitalized for approximately three weeks with a back injury and subsequently the discovery of arthritis. Not only was I a full time student holding down a part-time job; I assumed all household responsibilities including meal planning and preparation, laundry and ironing, child care arrangements, shopping and cleaning. At times I felt as though all the responsibilities were making life almost impossible. I came to realize how much my parents do. Through these experiences I have learned many things that are applicable in everyday life, some of which I probably would not have experienced until I had a family of my own."

(Taken from: The Value of Home Economics Education: Observations of Students, Teachers, and Parents; Pennsylvania State University, University Park, PA 16802; July, 1981; p. 47-48)

APPENDIX F: A CASE STUDY

Laura Riggs of Danville, Indiana is a high school student who recognizes not only the value of consumer education and management skills in her present life but also the potential value in seeking a career.

"I see home economics education as the art of managing one's environment in its entirety. Each of us are born with the responsibility of becoming an influence on our own environment. Home economics education teaches people how to meet physical needs in terms of food, clothing, shelter, and how to provide a stimulating environment which encompasses more than just the physical aspects.

At home, I find myself assuming responsibility as a contributing family member. I am involved in meal planning and preparation, laundering, caring for clothes, cleaning and personal money management. Through my involvement in home economics classes in school and in Future Homemakers of America, I have experienced personal growth and leadership development. I have established values and goals for the future. Due to my exposure to home economics, I have determined my career plans.

In the next four years, I plan to attend Purdue University majoring in home economics utilizing Purdue's Consumer Affairs and Education Options in the School of Consumer and Family Sciences in combination with the variety of government and law-related courses offered through the School of Humanities at Purdue. With a strong, diversified background in home economics, I want to go on to law school to earn a law degree.

I am especially interested in law as it relates to family, education, and consumerism and would like to someday serve in public office or work with the governmental system. I feel a home economics background will definitely be an asset in fulfilling the challenging demands of government and the legal system. In addition, home economics is a profession which touches everyone's life and should be well represented in business, industry and in government.

I am excited about the challenges which are ahead in my career expectations and goals. It is my firm belief that my education and leadership experience in home economics will be the best preparation for fulfilling the multiple roles of homemaker and wage earner."

(Taken from: The Value of Home Economics Education: Observations of Students, Teachers, and Parents; Pennsylvania State University; University Park, PA 16802; July, 1981, p. 49-50)

APPENDIX G: A CASE STUDY

Martha Layne Collins has successfully combined a home economics background with public service in the government system. Mrs. Collins, a former home economics teacher, is now Kentucky's lieutenant governor and credits her education in home economics as a primary preparation for the demands of managing her various roles. Sarah T. Henry, Assistant Professor, University of Louisville, shares the success story of her former home economics student.

"In a recent interview in the State Capitol, Mrs. Collins pointed to her study of vocational home economics education as a contributing factor to her success. 'All the things we learned in home economics have been tried--and often.' She was referring to her experiences in combining many roles including teacher, wife, mother, civic leader and elected state official.

Throughout her remarks, management skills acquired in home economics were credited with helping her personally and professionally. As a beginning teacher, Mrs. Collins was the main wage earner while her husband was in dental school. In those years management skills were put to good use. The same competencies of planning and conserving are used today as she manages the budgets and staffs of her office and the lieutenant governor's mansion.

Regarding her busy life since the November election she comments, "It all goes back to management." Money management skills, for example, have been a valuable aspect of her two successful statewide political races. According to Mrs. Collins, 'You learn to plan and make short cuts. You learn to do with what you have.'

In her own family Martha Layne Collins attributes her background in home economics with helping her teach the children (Steve and Marla, now teenagers) to be self sufficient in basic living skills. This was especially

important during campaigns when both parents were on the road.

Preparation and experience in teaching have been carried into various roles. 'Almost everything I do involves teaching,' she explained. In speeches to various groups she talks about 'making the dollar stretch.' 'Everyone is concerned with trying to feed and clothe the family,' she continued. 'Regardless of my topic I use the teaching fundamentals we learned in home economics.'

Because of the various courses in her home economics education program at the University of Kentucky, Governor Collins feels that she has a broad understanding of many issues confronting the legislature. 'Almost every bill affects families,' she noted. Martha Layne Collins feels it necessary to have a knowledge of each piece of legislation in order to preside intelligently and to vote in the event of a tie.

Preparation as a teacher has influenced her performance as president of the senate. According to recent newspaper articles she is well-organized, does her homework and conducts the sessions in a fair and business-like manner. In recognition of her teaching skills, the senators recently presented her with some apples.

She acknowledges her background in home economics for helping her relate to others. 'I think it all boils down to being able to identify and communicate with people. Because of my training I can talk with people on most any subject--education, consumer affairs, health care, energy. These kinds of things help me to understand my constituents better. I know their problems and can relate to them.'

Did education in vocational home economics make a difference in Lieutenant Governor Martha Layne Collins' success story? 'I think I have used my home economics preparation more than I ever realized,' she continued. 'I'm proud of the fact that I majored in home economics. I think it's a very broad-based program--probably the broadest of any major you could take.'

(Taken from: The Value of Home Economics Education: Observation of Students, Teachers, and Parents; Pennsylvania State University, University Park, PA 16802; July, 1981; p. 51-54)

Appendix H

1981 SUMMARY OF THIRD-YEAR FOLLOW-UP
OF CONSUMER/HOMEMAKING STUDENTS
COMPLETING PROGRAMS IN 1976-77

Barren County High School

Questionnaires were sent to 85-1977 graduates that were enrolled in one or more class in the time they were in school.

Ten were returned marked address unknown.

Thirty-five responded. Of the 35, 8 were full-time homemakers, 3 were part-time homemakers, 17 full-time employed in homemaking, and 10 were continuing their education. Few of the 10 were part-time employed.

1. What type of paid work do you do?

5 Sales Clerks	1 Janitor
2 Dental Assistants	1 Cosmotologist
2 Secretaries	1 Waitress
1 Sewing Machine Operator	1 Grill Person
1 Auditor	1 Babysitter
1 Cashier	1 Tobacco Worker
1 Salad Girl in Restaurant	1 Purchase Clerk
1 Bartender	1 Nurse
1 Nursery Man	1 Clothing Designer
1 Farm Worker	1 Selfemployed in marketing

2. How many hours do you work per week for paid employment?

7 worked 40 hours	2 worked 30 hours
3 worked 20-25 hours	1 worked 35 hours
3 worked 15-18 hours	1 worked 450 hours
2 worked 36 hours	1 worked 85-65

3. How well did your home economics classes prepare you as a full-or part-time homemaker for the tasks related to the following:

	Excellent	Good	Fair	Poor	Not Applicable
Combining the roles of homemaking with wage-earning	8	15	6	0	7
Preparing meals for yourself and/or others	14	17	3	0	0
Providing adequate nutrition for yourself and/or others	10	20	3	0	0
Selecting, purchasing and caring for food products	13	16	4	0	0
Managing basic housekeeping tasks and routines	15	10	6	1	2
Selecting and securing adequate housing	8	14	7	1	3
Providing a satisfactory home environment	11	15	6	0	0

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	Excellent	Good	Fair	Poor	Not Applicable
Getting along with others including family members, friends, and co-workers	12	15	3	1	1
Understanding responsibilities of parenthood and/or becoming a parent	16	8	6	0	3
Caring for infants and/or young children	15	8	4	0	5
Managing time and energy.	13	9	10	1	0
Budgeting money to meet individual needs	10	16	7	0	0
Providing adequate health care for yourself and/or family	11	14	8	0	0
Making personal and/or family consumer decisions	10	13	8	1	1
Coping with legal matters such as handling contracts, taxes, and property	7	6	10	6	5
Developing sound buying habits including use of credit	5	15	9	5	0
Providing for leisure-time activities including social events for the family	8	14	10	1	0
Providing leadership to become an involved individual and/or family member in the community	7	14	7	3	0
Handling personal and/or family emergencies	6	20	5	1	1
Providing and caring for clothing and textile products	15	12	4	1	1

4. How do you now view your school experiences?

"Good. I had many choices."
"Good. My home economics classes influenced me more than I realized."
"My home economics classes were the only ones that benefited me later."
"I used so many things I learned in my home economics classes."
"Would have tried harder if I could have done it over."
"Home economics classes helped my out more than any other."
"What we talked about in home economics classes means more to me now. Hardly a day goes by that I don't use something in home economics."
"Life in home and work is easier because I took home economics."
"I can budget, keep house, and decorate like I never thought I could."
"Classes are so useful now that I am married and have two children."
"If I ever work outside the home, these experiences will help me to do a better job."
"Good socially and educationally."
"Wish I could do it again and study more."
"Family Living taught me much I never thought about."
"I owe much to my foods classes."
"Some classes I wish I had paid more attention."
"Home economics experinces is very beneficial to help prepare for things to come."

5. How did your classes in home economics contribute to improving your life?

It has been beneficial in helping me to cope in being a young divorcee.

"Consumer Education was a big help in college personal finance class. Personal development was beneficial too."
"Classes are relevant to life in general - help live a more full life."
"Taught many housekeeping skills but also how to set a goal and reach it."
"My baby is more content. I can handle the dual role."
"I can select more nutritional foods for my family."
"Home economics gave me practical training."
"Prepared me for marriage in every day life."

6. Other Comments

"A class should stress single parenthood." (Note: This questionnaire was sent out before parenthood education was offered.)
"Anyone planning children should take Child Care."
"Today I am a comparison shopper thanks to Consumer Education."
"Training was outstanding."
"I would want my daughter to take home economics."

One father commented:
"He learned more practical knowledge in this class than any other he he took. It should be a required subject."

Chairman PERKINS. Thank you very much.

Our next witness is Dr. Frances C. Jones, Rhode Island School of Design.

This is the women who did the study on vocational education.

STATEMENT OF FRANCES C. JONES, DIRECTOR, PLANNING AND RESEARCH, RHODE ISLAND SCHOOL OF DESIGN

Dr. JONES. That is right.

With me is Jenifer Drew. Together, actually, we conducted the study of consumer and homemaking education under contract to the National Institute of Education during 1979 and 1980.

We approach the field of consumer and homemaking education with impartiality, representing no special interest group. We are perhaps more knowledgeable about C. & H.E. than are any other persons who are not themselves members of the field.

The conclusions and recommendations we speak of today are excerpted from our final report to NIE, the executive summary of which you have all received.

Congress, in 1976, requested a review and evaluation of programs under subpart 5, and recommendations for the redirection and improvement of programs at all levels.

Our part in this undertaking, as defined by NIE, has been to assess the nature and degree of responsiveness by the C. & H.E. system to subpart 5 of the Education Amendments of 1976.

Subpart 5 speaks virtually to every aspect of C. & H.E.. Its language is synonymous with the profession's definition of itself. However, amid the all-inclusive language of subpart 5 are several areas where Congress's special concerns are apparent. These include increased emphasis on sex equity in C. & H.E. classrooms, the suggestion that C. & H.E. should serve the disadvantaged in special populations through outreach with increased emphasis on specified subject matter.

In order to provide Congress with a useful report, therefore, we have assumed that these specifics constitute the spirit of the law, and that change in innovation in these directions amount to responsive behavior. The data on which our conclusions are drawn derive from review of vocational education State plans, C. & H.E. curriculum material and program standards, enrollment and expenditure data, and from interviews with Federal, State, and local administrators and teachers in a total of over 500 interviews and 100 observed programs in 10 States.

In the field, we looked not only for what Federal funds helped the States to accomplish, but also at what the presence of Federal funds prompted States to support with their own resources.

In preparing this testimony we sought to make a long and very complex story as short as possible; so we asked ourselves what it is that you would most like to know about.

We arrived at three basic questions. First, have C. & H.E. programs been responsive? Second, has Federal money prompted responsiveness, and third, how can the Federal role be designed to increase responsiveness?

Our answers to these questions will be, of necessity, brief and somewhat general, and we expect—as a matter of fact, we hope—that their brevity will inspire your questions.

Question 1. Have C. & H.E. programs been responsive? The only truthful answer to this question is that some have and some have not. We have separated those that have from those that have not and asked you to recall their criteria are derived from the specifics in the legislation.

We found there to be four kinds of programs which are especially responsive. First, outreach programs designed specifically for disadvantaged adults. These programs typically have a strong focus on consumer education and resource management. They operate in housing projects, in welfare waiting rooms, prerelease programs, and in concert with social service agencies that serve the handicapped and the elderly.

Second, high school adult living programs—classes offered usually to juniors and seniors who may have never taken home economics before. These programs focus on consumer education and the parentage, but do so before young people attempt to set up housekeeping.

The courses are taught in regular classrooms without special equipment and instruct students in how to obtain credit, in how to make difficult child-rearing decisions and how to cope with family crises.

Third, high school outreach programs, especially tailored for a group with special needs within the high school population. The most notable in this category are programs for teen-age parents, providing them with nutrition education, parenting skills, and birth control information.

Fourth, postsecondary programs, the sole purpose of which is to teach consumer skills to students engaged in wage-earning postsecondary vocational programs. These programs operate on the premise that it is not enough just to teach students how to earn money. Students should also be taught how to spend it, how to save it, and how to allocate it wisely.

We found that there are two kinds of C. & H.E. programs which are not generally responsive to the spirit of subpart 5. First, high school programs continue to place blame or emphasis on the manual skills involved in food preparation and clothing construction. These programs adhere to the traditional focus of C. & H.E., and, as such, do not reflect the more innovative aspects encouraged by subpart 5.

Cooking and sewing remain the most highly enrolled C. & H.E. courses in high school today, as in 1972, yet virtually all the growth that has occurred in total C. & H.E. enrollment since 1972 is attributable to a tripling of male students who now comprise 20 percent of the total and who are less likely to enroll in courses with a traditional focus.

The highest proportions of males are likely to be found in consumer education and family living and parenting education—content areas emphasized in subpart 5. So while the participation of males has increased, the emphasis within program offerings has not shifted to reflect their preferences.

Second, programs for adults which must strictly be classified as recreational are not responsive. Even though most States have disallowed craft classes in their program standards, some of these have persisted merely by changing the course's title.

Question 2: Has Federal money prompted responsiveness? The shortest answer to that question is no, not by itself. We found that the most important factor in determining whether a State's program is responsive is the degree to which the C. & H.E. professional network favors change.

We also found that in many States C. & H.E. is not fully integrated into the vocational education planning process. As a consequence, State C. & H.E. leadership who wish to change, may lack the needed backing from the rest of vocational education, and C. & H.E. leadership who wish to maintain the status quo are free to do so.

The ways in which they have allocated their financial support for C. & H.E. indicate that innovative programs such as adult outreach programs and special high school and secondary programs are much more dependent on Federal funds than are traditional secondary programs. Secondary programs receive 90 percent of their total funding from State and local sources and receive half of the available Federal funds as well.

Innovative programs at all levels receive the other half of Federal funds, yet those Federal dollars must pay for 65 percent of total cost. It seems clear that Federal funds, acting alone, are insufficient to prompt uniform levels of responsiveness throughout the system. However, without Federal funds, it seems likely that some very responsive programs would have to look elsewhere for support.

Question 3: How can the Federal role be altered in order to increase responsiveness? We found that the answer lies in regulating Federal funds to provide support for activities specified in the legislation and in integrating C. & H.E. into the overall planning process for vocational education in each State.

We direct your attention to our recommendation which appear summarized on the final page of the executive summary.

We recommend that on the secondary and postsecondary level Federal funds be provided to support nonlaboratory courses that offer instruction in consumer education and other basic homemaking skills needed by both males and females for effective adult living, and which can be viewed, therefore, as a natural adjunct to wage-earning programs—wage-earning vocational programs.

We recommend that Federal policy continue to support C. & H.E. outreach programs for use in adults that are targeted to the disadvantaged and to groups with special needs.

We recommend that Federal funds should be available for the support of those ancillary services which we found to be essential to the development of responsive programs.

These ancillary services are in-service training and administrative support on the local district and State levels.

We recommend that C. & H.E. become a fully integrated part of vocational education. One way of accomplishing this would be to treat C. & H.E. as a set-aside within the basic grant instead of as a separate subpart.

A second way of integrating C. & H.E. would be to include in the national and State advisory councils a member knowledgeable about the problems of the family and to expand the charge of both organizations to include attention to pressing social problems as well as to State labor needs.

Finally, the 1976 legislation speaks of both the combined role of homemaker and wage earner and the occupation of homemaking. These two concepts are contradictory. The notion of the combined role recognizes that the homemaker is only one of the many roles performed by men and women today. Homemaking skills are essential to maintaining personal and family well-being, but they are no longer appropriately viewed as the sole province of one family member who chooses unpaid labor in the home as a vocation.

We submit that neither C. & H.E. nor the rest of vocational education has come to grips with the anomalous nature of C. & H.E. within vocational education. We argue that while homemaking may not qualify as an occupation, the skills necessary to make and maintain a home are vital to all vocational students.

Thank you very much, and we anticipate your questions.

[The prepared statement of Jenifer D. Drew and Frances G. Jones follows:]

PREPARED STATEMENT OF JENIFER D. DREW, SENIOR ANALYST, URBAN SYSTEMS RESEARCH AND ENGINEERING, INC., AND FRANCES G. JONES, DIRECTOR, PLANNING AND RESEARCH, RHODE ISLAND SCHOOL OF DESIGN

Mr. Chairman, two of the three investigators who worked on the CRC Education and Human Development, Inc., study titled, Federal Legislation and System Changes: The Responsiveness of Consumer and Homemaking Education, conducted under contract no. 400-78-0040 for the National Institute of Education, are pleased to be here today to testify on our research and our findings. The third member, Judith Siegel, asked me to express her regret that personal obligations prevent her from being present.

I know that Dr. Henry David, the director of the NIE Congressionally-mandated study of vocational education, made a copy of our final report, completed at the close of July of this year, which runs more than 260 pages in length, available to the Subcommittee. I hope that the Subcommittee will permit us to submit the brief Executive Summary of that report as our Statement. It highlights the purposes, conduct, and findings of our research and it closes with five recommendations. That Executive Summary follows, and we are prepared to respond to such questions you may wish to raise about it or about any aspect of the inquiry we conducted.

EXECUTIVE SUMMARY

Introduction

Title V, Section 523 (b), of the Education Amendments of 1976 (P.L.94-482) charges the National Institute of Education (NIE) with undertaking a study of Vocational Education and related programs. One portion of that study mandates an inquiry into the response of the Consumer and Homemaking Education (C&HE) to the Education Amendments of 1976. This report is the product of that inquiry, conducted by CRC Education and Human Development, Inc., under contract to the National Institute of Education.

The study was conducted during 1978 through 1981 in the following ten states: California; Florida; Georgia; Idaho; Illinois; Maine; Nebraska; New York; Texas; West Virginia. Over five hundred federal, state and local educators and administrators were interviewed, and one hundred local programs were observed. In addition, a secondary analysis of extant federal and state expenditure and enrollment data was conducted. The primary goal of this report is to provide the NIE with an understanding of the extent to which federal policies have affected the content and objectives of C&HE programs. Further, the study offers recommendations to the National Institute of Education for its consideration during the current Vocational Education Act reauthorization process.

The language of Subpart 5, the Section of P.L. 94-482 which deals with C&HE, allows for the use of federal funds in support of programs which include all the subject areas of C&HE (Foods and Nutrition, Clothing and Textiles, Housing and Home Management, Family Living and Parenthood Education, Consumer Education, and Child Development). It does however urge C&HE to

place special emphasis on selected subject matter: parenting, nutrition, and consumer education and resource management. In addition to allowing support for traditional programs in secondary and postsecondary institutions, Subpart 5 urges that outreach programs endeavor to meet the special needs of the following disadvantaged persons: school-aged and/or single parents, the elderly, young children, the handicapped, the educationally disadvantaged, and those within correctional facilities and health care delivery systems. Finally, Subpart 5 states the C&HE classes ought to prepare both males and females for the dual role of homemaker and wage-earner, and that the field's curriculum materials ought to specifically address these concerns.

Although the language of Subpart 5 is sufficiently broad to legitimate virtually all the activities of the field, this study limited its definition of responsiveness to "a correspondence between actual C&HE activities and the specific federal priorities cited in Subpart5": the high priority content areas; outreach programs to groups with special needs; and sex equity. Furthermore, as it has been only four years since enactment of the 1976 legislation, efforts to change in the direction of these federal priorities were considered evidence of responsive behavior.

The Key Characteristics of the Enterprise

The three most frequently taught C & HE courses are: Comprehensive Homemaking (survey courses covering all six subject areas in increasing skill levels); Foods and Nutrition; and Clothing and Textiles. Taught less routinely are: Family Relations; Child Development; Housing and Home Furnishings; and Consumer Education. While 75% of secondary schools

offer Comprehensive courses, 36% teach Consumer Education classes. It is most difficult to determine what concepts are included in each C & HE subject area or to what extent each is stressed, but state-developed curriculum guides generated for use in local programs point to similarities among states. Cooking and sewing dominate Foods and Nutrition and Clothing and Textiles curricula. Housing and Home Management guides concentrate on housing needs of families during the life cycle and on home decorating. Family Living, Child Development, and Parenting Education are typically collapsed into one guide with the emphasis on responsibilities for parenting and the physical development of children. Few guides exist for Consumer Education, but the concept of thrift, as well as values and decision-making, are consistent themes throughout the broad range of curriculum materials examined.

C&HE programs are characterized by one of three missions: preparatory, most often the mission of traditional secondary programs which seek to equip enrolled students with a broad range of homemaking skills; remedial, most often the mission of outreach programs which seek to equip specific groups with homemaking skills in classes designed to remedy a particular social, physical, or economic problem; enrichment, most often the mission of recreational classes for adults taught in secondary or postsecondary institutions and intended to add to the body of the students' existing homemaking skills.

Twenty percent of the students enrolled in C&HE in the ten states are male; 66% are high school students; 32% are enrolled in programs for adults. The most reliable data available indicate that, nationally, 70% of C&HE students are Caucasian, 22% are Black, and the remaining 8% are Hispanic, Native American, or Asian Americans. Ninety-four percent of the teachers

of C&HE are female; 83% are Caucasian, 13% are Black, while the remainder are Hispanic, Native American or Asian American. Half of the C&HE departments, nationwide, consist of only one teacher.

C&HE operates as part of Vocational Education, under the leadership of a home economics state supervisor in each state. State supervisors do not have the control over budgetary decisions they once had, but retain their positions as substantive leaders and the principal architects of state C&HE programs. While classroom teachers may benefit from state, regional or local district C&HE specialists in large states or urban areas, most local teachers work under a district vocational director, and depend on the state supervisor for substantive guidance.

C&HE programs are supported by a combination of local, state, and federal funds. State and local resources currently provide 93% of the cost of operating C&HE programs. Although the actual financial assistance provided by the federal government is quite small, the role of the federal government in C&HE has been a significant one since the Smith-Hughes Act of 1917.

The Process of Implementation

Post enactment, the then Office of Education drafted a set of regulations in October of 1977. These regulations served to establish in each state a standardized set of management practices with which states were to plan and administer federally-funded Vocational Education programs. These practices include mechanisms to insure: coordinated administration and planning; public participation in needs assessments and goal-setting; equal access to Vocational Education and the reduction of sex bias; fiscal and programmatic accountability. These mechanisms, in practice, served also to

administer state-supported Vocational Education and were amenable to monitoring by the federal government. The federal role in implementation of Subpart 5 was extended through the issuance of various policy memoranda as well as the technical assistance provided to states by the Program Specialist for C&HE in the federal office of Vocational and Adult Education.

At the state level, the federally-mandated management practices fail to have direct relevance for C&HE because they are designed chiefly with wage-earning programs in mind. As a consequence, a great deal of the responsibility for implementing Subpart 5 rests with the C&HE state supervisor. The state supervisor, in establishing goals for the state C&HE program ascertains the amount of change required to become more responsive to federal priorities, interprets Subpart 5, and arrives at a set of goals which are realistic and achievable on the local level. In this process the state supervisor must consider the following: state laws and policies, which may block efforts to reorient the program, along with the status of C&HE programs in 1976 and the likely amount of resistance to change.

At the local level, efforts by the state supervisor to introduce change in the system are hampered by the decentralized, locally controlled nature of the education system. Local autonomy is the rule; however, there are several indirect paths of influence open to state leadership through which they can promote greater responsiveness on the local level. These include: integration of C&HE into the Vocational Education planning process with advocacy for change coming from state Vocational Education leadership who are familiar with the contempory mission of C&HE; actions of the C&HE professional network, such as designing program standards, inservice training, and curriculum materials that actively promote federal priorities. In general, the more explicitly the actions of professional network promote federal priorities, the greater their ability to prompt local change. This study found that program standards and inservice training agendas in

the ten states do specifically reinforce federal priorities, while most curriculum materials do not. Finally, the receptivity of local districts to the introduction of change is a key variable. Local preference may be at odds with federal priorities, as for example, with regard to parenting classes in high schools. Compromise is required and the goals of state C&HE leadership, if they are to be adopted on the local level at all, may have to be considerably diluted. C&HE programs for adults, in order to gain acceptance on the local level, may have to give the appearance of a more traditional character than is urged in the legislation. For example, instruction in nutrition and consumer education for elderly people may have to be embedded within a crafts class in order to entice seniors to enroll. This compromise perpetuates the maze problem encountered by C&HE on both the state and local levels, and makes change even more difficult should the program be successful. Local advisory councils can be very helpful in both reporting on the needs of the community and fulfilling a public relations function for local programs. Local advisory councils are most effective when C&HE is their sole concern; they are more active and serve a more critical function for adult outreach programs, then for programs in secondary schools.

Change at the Local Level: The Effects of the Legislation

As a measure of change over time, this study examined C&HE enrollment trends indicated by federal and state data for the years 1972, 1974, 1977, 1978 and where available, 1979. Whereas, overall enrollments on all educational levels decline 1.8% between 1972 and 1978, Vocational Education enrollments, between 1972 and 1979, increased 49%. The growth of C&HE during this period of rapid growth was among the smallest at 17% (followed only by Agriculture at 8%). However, throughout this period, C&HE enrolled a larger number of students than any other vocational program.

Data indicate that the C&HE enrollment patterns of the ten states studied mirror national trends.

Five of the ten states studied were primarily rural in character, five more densely populated. For most of the period under study, C&HE enrollments in rural states grew twice as much as those in urban states. This is because, during that period, the secondary programs in rural states have grown, while the adults programs have been the ones to increase in urban states--and secondary students account for 69% of total C&HE enrollments. In the ten states, adult programs have increased by 59%, and secondary only by 2%. Yet--in terms of raw numbers--secondary enrollments predominate.

The data reveal trends regarding the relative emphasis placed on each subject matter over time. There appears to be a decrease in Comprehensive, survey-like classes, and an increase in "special interest classes"--a shift from year-long Homemaking I, II, or III to semester-long courses in, e.g., Foods and Nutrition, Family Relations or Child Development. The subject areas that were the most highly enrolled in 1972--Comprehensive, Foods and Nutrition, Clothing and Textiles--remain so in 1978. There has been no major increase since 1972 in the subject areas cited in the legislation. There are data that indicate that high priority content areas are infused into existing curriculum--for example, that consumer education is taught as one of the concepts in Family Living classes, but there is no way to precisely measure the degree to which those areas are stressed.

Male enrollments have climbed from 6% in 1972 to 20% in 1978. The major increase came between 1972 and 1977, suggesting that Title IX of the Civil Rights Act of 1972 had more to do with this response than did the Education Amendments of 1976. This was confirmed in interviews with state and local administrators. Female enrollments, during this period, did not increase. Therefore, the 17% growth in total C&HE enrollments during this

period is almost entirely attributable to increased numbers of male students.

Although males have, over time, begun to take all subject areas within C&HE, their concentration is highest in the four subject areas singled out in the law. They tend not to make up a large share of enrollments in Clothing and Textiles, one of the two subject areas which account for the largest share of overall enrollments. In fact, the three classes with the highest concentration of males have the lowest overall enrollments within C&HE: Family Living and Parenthood Education; Consumer Education; Housing and Home Management.

This report considers outreach programs as those characterized by a remedial mission, but not necessarily taking place in a community setting with adults. In-school programs for special groups of enrolled students can be outreach if they are tailored to the specific needs of the students. Data on special populations thus served by outreach programs is largely unavailable. State-level data and on-site interview and observational data, however, indicate the following: educationally disadvantaged are extensively served, principally by large urban outreach programs; excellent programs for school-aged parents exist, when local resistance can be surmounted; single parents are served, as C&HE personnel often make significant contributions to programs for displaced homemakers; handicapped persons are well served both in schools, sometime with the help of Subpart 5-funded teacher aides, and in outreach settings in conjunction with community human services or health care agencies; the elderly are routinely served in housing centers and congregate dining sites. Young children and inmates of correctional facilities are least often served, usually because of administrative or bureaucratic obstacles beyond the control of C&HE leadership. In general, these special groups are most effectively served by outreach programs offered in community settings, most often within densely populated urban areas where laisons with a social service network facilitates identifying and recruiting students with special needs.

The Role of Federal Funds in Prompting Responsiveness

At a ratio of over twelve to one (state and local to federal), Subpart 5 monies provide only a small portion of the funds which support C&HE. Therefore, if federal priorities are to be realized, state and local resources must play a major role. The federal government places restrictions on states' use of federal funds in an effort to spur the investment of state and local dollars in responsive programs. These restrictions include: a 1/3 set-aside of Subpart 5 funds which must support programs in economically depressed areas and a formula with which to determine need; the matching requirement which restricts the use of federal funds to only 50% of the costs in non-economically depressed areas, but allows for their use in support of 90% of the operating costs of programs in economically depressed areas. These provisos are intended to direct federal money to programs which operate in areas where poor people live; the states more than comply, targetting 2/3 of their Subpart 5 monies to economically depressed areas and supplying between 50% to 98% of the operating costs to all programs, in depressed and non-depressed areas alike. There is some indication that the formula used to determine economic need may be insufficient to differentiate serious poverty areas from the generalized and nationwide effects of economic hardship. Therefore, while states are using the formula and accomplishing the set-aside and matching requirements, fulfilling these mandates does not automatically insure that federal funds are targetted to areas of greatest need. Beyond the few mandated provisos, states have a great deal of latitude in what they choose to support with federal money--a result again of the all-inclusive nature of the legislative language.

The overwhelming majority of money from all sources goes to support educational programs, rather than supportive services--staff, inservice, research--designed to improve program quality. However, Subpart 5 funds support 36% of supportive services, and only 7% of the support for educational programs.

States spend 87% of the funds from all sources on secondary programs, where two-thirds of total enrollments are found. States divide Subpart 5 monies about evenly between secondary and adult programs, but use 90% of state and local resources on secondary programs. Adult programs, on the other hand, receive only 6% of funds from all sources in combination; the support for adult programs consists of twice as much Subpart 5 money as state and local money. Therefore, adult programs are far more dependent on Subpart 5 funds than are secondary programs.

States spend approximately two-thirds of the total expended for supportive services on administrative staff. The majority of administrative costs is assumed by the state, but the presence of federal support (and the 50% matching requirement) spurs the investment of state dollars in staff needed to coordinate the program.

There are a number of factors which, together with what it is they wish to accomplish, influence how states choose to fund C&HE. These include: what the state leadership has determined to be the appropriate use of state, local and federal funds; whether or not the state legislature appropriates specific monies for the support of vocational education, including C&HE; the customary way in which the state distributes federal

funds to LEAs. These factors are obviously related; they combine to determine the role played by federal dollars in assisting a state to accomplish its goals.

In the course of fieldwork, three patterns emerged which describe the role which states assign to federal money. These include: an Innovation Pattern, in which federal money is seen as money for experimentation, and distributed through an RFP and proposal mechanism; a Maintainance Pattern, in which federal money is seen as additional support for existing programs; a Partial-Innovation Pattern, in which the bulk of federal money is used in a Maintainance Pattern, but a small and concentrated amount is devoted to funding innovative programs.

Each of these patterns has implications for responsiveness. States use federal funds in an Innovation or Partial-Innovation Pattern if the state leadership wishes to prompt change on the local level. An Innovation Pattern typically requires a major policy decision on the part of the Vocational Education hierarcy--thus, full integration of C&HE within Vocational Education is almost always a necessary precondition. Either of these two patterns results in an increased awareness of federal priorities on the local level and in increased responsiveness. The Maintainance Pattern is used if state leadership wishes to maintain the status quo; it does not prompt greater responsiveness but results in a continuation of the same level. Change may occur as a function of, e.g., program standards or inservice training, but the federal role in prompting change is considerably smaller.

There is evidence to indicate that there are some C&HE programs which, although they receive no Subpart 5 money, are responsive to federal priorities. This is called the "ripple effect" and was found to be a consequence of federally-funded supportive services--inservice training, curriculum development, and contact with state C&HE administrative staff. The "ripple effect" is a likely one in a professional group as tightly knit as Consumer and Homemaking educators. However, although we saw examples of the federal role expanded through this indirect means, it appeared to be unpredictable and fortuitous. Programs may voluntarily comply with state program standards, but states cannot enforce compliance without the leverage provided by direct federal VEA funding.

Conclusions

It is our conclusion that the high priority content areas have become the focus of the newer programs begun or expanded since 1976: specifically, secondary "Adult Living" classes in which students with little or no home-making background learn basic skills necessary for effective adult living and outreach programs for youth and adults with special needs. Traditional secondary programs have chosen to infuse the high priority concepts into existing curricula, and it is not possible to determine the degree to which this strategy was resulted in genuine change.

The field has made considerable progress in enrolling more males in C&HE classes. However, the least developed parts of the curriculum are the ones which most nearly approximate a gender-balance and most curriculum materials are far from sex-neutral. It is our conclusion that much of the increase in male enrollment was spurred by Title IX rather than the Education Amendments of 1976.

The C&HE programs which are most effective in serving the groups cited in the legislationare the large outreach programs, which operate in urban areas, are distinct from the secondary schools, and predate the 1976 legislation. The most consistently served populations are the elderly, the educationally and economically disadvantaged and the handicapped. The least consistently served are those in correctional facilities.

We conclude that there are certain overarching conditions which affect the ability of the system to be responsive. First, the notion contained in the 1976 legislation--that C&HE is preparation for the occupation of homemaking--is largely rhetorical and in practice is counterproductive.

C&HE does have an important role to play within Vocational Education, but drawing artificial parallels between it and wage-earning programs works to the detriment of both C&HE and the rest of the vocational program. Second, the language of Subpart 5 is too broad and all-inclusive to have a direct impact on overall system behavior. In essence, states which wish to respond to federal priorities can find support in Subpart 5; but states that wish to put most of their energy into maintaining the status quo can also interpret Subpart 5 in a way that justifies their choice.

As written, Subpart 5 constitutes a definition of the field. As such, its interpretation becomes, to too great an extent, the province of the C&HE professional network. Consequently, C&HE is removed from the broad-based planning effort mandated by the federal government and intended to prompt responsiveness. What, in actuality, accounts for how and why states respond to federal priorities is a complex mix of intrastate factors that are not currently subject to manipulation by the federal government.

It is our conclusion that federal money, expended to provide funding for supportive service, can act to promote responsiveness. Inservice training and state and regional C&HE administrative staff are the most effective uses of federal money in this regard.

An Innovative or Partial-Innovative funding pattern is far more likely to prompt responsiveness than is a Maintainance pattern. In that the federal role in the fiscal support of programs is so minor, it is far more likely that federal funds, used in a concentrated and visible manner and distributed contingent on meeting federal priorities, will prompt responsiveness than when federal funds are spread thinly in support of the whole system.

In sum, the four major findings of the study are: 1) targetted programs for groups with special needs and secondary "Adult Living" classes are the most responsive programs in terms of content, student population, and sex equity; 2) Subpart 5, as currently written, does not ensure that states use federal money to provide most needed C&HE services to those most in need; 3) federal funds have their greatest potential to prompt responsiveness when they support outreach programs for adults, inservice training and administrative staff, and are given out to programs which specifically reflect federal priorities; and 4) there is an appropriate role for C&HE within Vocational Education, as a natural adjunct to wage-earning programs. The missions of Vocational Education and C&HE are complementary. In general, however, they are not recognized as such, to the detriment of the total Vocational Education enterprise.

Recommendations

After examining a number of policy alternatives, we conclude, on the basis of study findings, that the upcoming legislation should clarify Congressional intent and limit the federal role in C&HE to providing support for only those activities which are most consistent with federal priorities.

The recommendations which flow form this alternative would generalize responsive activities (for which models exist) throughout the system, promote integration of C&HE within Vocational Education, and ensure that federally-funded C&HE program meet the social, economic and cultural needs of students. The recommendations are five:

1) On the secondary and postsecondary levels, federal funds should be provided to support non-laboratory courses that offer instruction in the basic homemaking skills needed for effective adult living by both males and females; and which serve as an adjunct to wage-earning vocational programs.

2) Federal policy should continue to support C&HE programs, for youth and adults, that are targetted to the educationally and economically disadvantaged or to groups with special needs.

3) Provide federal suppo t for C&HE as a set-aside within the Vocational Education Basic Grant, without diminishing the current level of funding.

4) Include in the membership of the State and National Advisory Councils for Vocational Education representatives knowledgeable about the problems of the family, and expand the NACVE and SACVE charge to attend to pressing social problems as well as labor needs.

5) Under the set-aside, federal funds should be available for support of those ancillary services essential to the development of responsive programs. These ancillary services are inservice training and administrative support.

Chairman PERKINS. Our next witness is Ms. JoAnn Thompson. Go ahead, Ms. Thompson; identify yourself for the record.

STATEMENT OF JOANN THOMPSON, ASSISTANT MANAGER, SHERMAN DISTRICT OFFICE, TEXAS POWER & LIGHT CO., AND MEMBER, HOME ECONOMICS IN BUSINESS SECTION, AMERICAN HOME ECONOMICS ASSOCIATION

Ms. THOMPSON. Thank you, Mr. Chairman, and members of the subcommittee.

I am pleased to be here today representing the American Home Economics Association and also the business section of that association.

My colleague, Mrs. Nancy Johnson, is here, and we are here to discuss the role of vocational consumer homemaking education in today's society and the necessity to continue the categorical funding. This program is very vital, and I would like to share with you a few points.

Of course, we know the work of the family is to provide conditions in the home and family which will enable optimism development of the family members. It is in the family where the basic needs are met and where they are learned.

For example, personal experiences that happen in a family, such as an illness or being in debt or having to put an elderly person in a nursing home, all of these problems do not go underground when a person goes to their job, and we in the business world hire a lot of people, and we know that they oftentimes bring their problems with them. We know that can effect either a positive or negative reaction on the work force, but with consumer and homemaking education programs, these students are taught how to cope with some of these problems.

Congress in its wisdom recognized the significant relation of homelife to agricultural and industrial production from the time of the first vocational education legislation in 1917, where as home economics education has been supported continually since that time, and with increased funding, it seems a bit ironic that the more evident the need for an education of homelife, the more difficult it is to obtain support. We know there are many areas, and they have been touched on here today, but we chose to choose just three, and the three we want to talk about are women in the labor force, teenage parents, and inflation.

The first one is the unprecedented high proportion of women in the work force, and I think any magazine article you read can give you the statistics on that.

Although women have moved into the marketplace, they have not relinquished the work of the home and being a working mother as many of you all are, we know that it has been proven that only 1 hour a week is usually given to the wife in the form of help from the husband and the children.

Having three sons, I can attest to that; that they don't do a lot around the house. However, the woman still has the traditional role of caretaker of the home.

Even though the attitudes are changing, and are changing for the better, consumer and homemaking programs curriculum has

always been changing, and today it encourages the elimination of sex-role stereotyping. And, of course, this was brought out in the 1976 vocational legislation. If you will excuse a personal reference, having three sons, number two son had the opportunity to enroll in home and family living at Plano Senior High School in Plano, Tex. This was probably one of the most valuable courses that he had in high school. He pointed out to me one day that he believed, "Mother" if I would press his shirt collar from the outside in, rather than the inside out, that I wouldn't have that little wrinkle on the shirt.

So I showed him the iron and the ironing board and said, "Be my guest." But he had learned many things in this course. Now, as a young man with an apartment of his own, he is practicing what he learned.

The teaching of communication and thinking skills essential for the effective working of families that enable them to balance their time, their energy--and that is both personal energy and the energy they use—the money to juggle work and the rearing of children and to manage the care of other dependent family members, all of this is a challenge for consumer and homemaking education.

Moving on to our second point, and that is teenage parents. Right now, there are 1.1 million teenagers who are mothers. With poor nutritional habits, less than optimum physical maturity at the time of conception and during pregnancy, they need programs like consumer and homemaking education that first encourages them to stay in school, then to build their confidences, provide the learning for their becoming healthy, productive citizens and finally prepares them in their work as parents and homemakers and as consumers in the marketplace.

Curriculum instructional materials supporting programs for school-age parents have been developed, and an excellent example is the teenage mother program in Auburn, Wash., and this is one of 20 such programs in the State.

In a study by Dittman and others in which enrollees in consumer and homemaking classes are made aware of the constraints to personal development, and to optimum physical growth of child-bearing prior to the completion of schooling, the evidence showed that the enrollees would be more likely to defer having children.

Parent education for teenagers is an example of the kind and scope of societal problems that the consumer and homemaking educations are approaching.

And then, number three is inflation, and I think we all are aware of that big word and how it affects the role of families and consumers.

The rapid growth of the marketplace, not only in the number of items from which they have to choose, or they can choose, but also their quality and safety, their need and use, plus the volumes of mass advertising, adds to the complexity for the consumer homemaker. Inflation, of course, has just exaggerated that problem.

With energy costs skyrocketing, both students and adults need education on how to get the most from their energy dollar. Being with the electric utility industry as I am, we see this more evident than most. We feel in our business that if students, both male and female, have the opportunity in a secondary class to learn how to

spend their energy dollar wisely, how to conserve, that they will make better customers for us in the future. Along those lines, we work with adults, showing them how to conserve energy and how to use what they need but only use it wisely.

And I will have to say that back several years ago, as an electric utility representative, we wanted them to buy everything that had a plug on it and plug it all in, but now we are telling them to use and buy only what they need.

To meet these new challenges, consumer education curricula have been updated and expanded in home economics programs in the public schools. A study in Pennsylvania revealed that 99 percent of the programs included consumer education, and that programs which received Federal funds were more likely to have separate classes on consumer problems. A 1979 national study reported that 36 percent of schools taught consumer courses, but 89 percent of schools taught consumer rights and responsibilities.

The national study concluded that consumer education related to the family and the economy and that family or personal financial planning needed expanding to reach more students.

The consumer and homemaking education curriculum, while comprised of distinct separate subareas, is primarily an integrated curriculum. Thus, consumer concepts are interwoven into the majority of all courses taught through consumer and homemaking education. Through this program, teachers are in a unique position to help families form a broader view of the impact of economic activity of the family.

In 1980, in the State of Washington, more than 50,000 adults were involved in the consumer and homemaking program and more than 50 percent of these adults were in programs pertaining to parenting education and family relations. The focus of these programs included understanding and guiding children, health needs of the family, self and home protection, landlord/tenant laws and relations, credit use and nutrition.

To sum, the developmental-education approach to social and economic problems has been demonstrated to be cost-effective. Home economics is such a program. Consumer and homemaking education is one major component of that approach.

Dr. Kinsey Green, who is the executive director for AHE, made this statement recently:

> Home economics runs against the current for reasons of mission, philosophy, resources, history, precedent. The core of home economics if the significance of the family, the relationship of that unit to the greater society, and the interrelationship between families and the individuals who function in that milieu * * * Home Economics runs against the current because our mode of operation is prevention, development, and education, as opposed to crisis cleanup, remediation, therapy.

We all must learn continually—interpersonal relationships, the management of resources, how to make decisions within a family context. These are all part of the consumer and homemaking education program, and necessary in order for all human beings to be self-sufficient, to be productive in the home, marketplace, and workplace, and finally to be enroute to self-actualization.

It is the responsibility of the Federal Government to provide support for this program. One way for the Nation to affirm its belief that family functions and education for family life are worthy is to

continue funding consumer and homemaking education. This view assumes that Federal funds can and should be used by the States to achieve national goals. In order for this to occur, some program guidance must be developed at the national level; guidance which is flexible enough to provide latitude for adaptation for specific State and local needs, while assuring that Federal dollars are being spent in the national interest.

Vocational homemaking education, as is the case with other school and nonschool programs, requires a Federal-State-local partnership. (Vocational Home Economics Education Coalition Position Statement, 1979.)

The association asserts that an appropriate role of government in relation to families is to effect a better balance among preventive/developmental approaches and crisis intervention approaches to solving critical social problems. Continued support of the consumer and homemaking education program as a categorical item within the vocational education legislation would demonstrate a clear concern for the status of families.

The American Home Economics Association appreciates the previous commitment of the Federal Government to the family through its past support of the consumer and homemaking program and requests that that support be continued.

[The prepared statement of JoAnn Thompson and Nancy Johnson follows:]

PREPARED STATEMENT PRESENTED BY JOANN THOMPSON, MEMBER, HOME ECONOMISTS IN BUSINESS SECTION, AMERICAN HOME ECONOMICS ASSOCIATION,[1] ASSISTANT MANAGER, SHERMAN DISTRICT OFFICE, TEXAS POWER & LIGHT CO., SHERMAN, TEX., ACCOMPANIED BY NANCY JOHNSON, MEMBER, ELEMENTARY, SECONDARY, AND ADULT EDUCATION SECTION, AHEA, STATE DIRECTOR, HOME AND FAMILY LIFE EDUCATION, OFFICE OF THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION, OLYMPIA, WASH.

CONSUMER AND HOMEMAKING EDUCATION

The work of the family is to provide conditions in the home and family which will enable optimum development of family members. "It is in the family where basic needs are met; where attitudes and communication styles are learned; where patterns of response to environmental conditions are generated; and where ways of thinking, reasoning, and acting are developed" (Staaland and Fauske, 1979). The extent to which basic needs are met in the family, and the dispositions and response patterns learned in the family setting affect immeasurably one's relating in the larger social environment.

For example, from personal experience individuals know that when a problem arises in the home and family setting, e.g., illness of a child or spouse, accumulation of debts exceeding income, realization that an elderly parent can no longer be independent, to name a few, that problem does not go underground in the work setting. There is accumulating evidence which reveals that home and family life can affect work life positively or negatively. Consumer and homemaking programs are a demonstrated way to enable males and females, youths and adults, regardless of socioeconomic status, race or origin, to manage better their individual and family resources, both in the home and in the workplace.

Congress in its wisdom recognized the significant relation of home life to agricultural and industrial production from the time of the first vocational education legislation in 1917. Whereas home economics education has been supported continuously since that time, and with increased funding, it is ironic that the more evident the need for education for home life the more difficult it is to obtain continued support.

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[1]This statement was prepared by Dr. Twyla Shear and Dr. Eloise Murray, Home Economics Teacher Educators at the Pennsylvania State University, State College, Pennsylvania.

There are many conditions in contemporary society which are related to the roles of the home--from malnutrition to family violence, from youth unemployment to energy consumption. We have selected but three---women in the labor force, teenage parents and inflation--to amplify the impact of effective consumer and homemaking programs.

1. The unprecedented high proportion of women in the work force. The 1976 Amendments specifically identified the need to encourage participation of both males and females to prepare for combining the roles of homemakers and wage earners and to encourage the elimination of sex stereotyping through the development of curriculum materials which address contemporary realities of work and family life. One of these realities is the "exodus of women out of the home and into the work place." This exodus is projected to increase at a rate of about one million a year from now until 1990 when 52 million women will be working. By 1990 10.4 million children under the age of six will have mothers in the work force compared with 6.4 million children with working mothers in 1977. Only about 1/4 of the 44.4 million women expected to be married in 1990 will fit the stereotype of the wife who stays home with the children (Smith, 1979). Many female workers are heads of household or work of necessity to supplement incomes of husbands who earn less than a poverty level wage. Thus neither the corporate economy nor the economy of the individual household involved could afford the loss of women from the work force.

Although women have moved into the market place, they have not relinquished the work of the home. Rather they carry a double workload. Neither children nor husbands are taking on more housework to assist the working wife/mother. Research indicates that on the whole no more than 1 hour per week of household work is done by husbands and children. The traditional role of women as 'caretaker for the home' is still executed. At the same time, there

are more women in the work force who work of necessity--economically as well as psychologically. However, there has not been a concommitant sharing of the traditional work of the home by the children and men in the home.

Attitudes are changing. Columnist Burton Hillis, author of "The Ma- Next Door," a feature of the popular Better Homes and Gardens magazine, writes in the June 1981 issue:

> "With so many wives working, more of my male associates are pitching in on cooking, cleaning, shopping, and other domestic chores. We still aren't doing as much as we should, but attitudes are slowly changing for the better."

Consumer and homemaking program curriculum has also been changing and today encourages the elimination of sex role stereotyping. This was a focus of the 1976 vocational education legislation.

Consumer and homemaking education can, does, and needs to enable family members, male and female, to develop technical skills and the 'attitudes of mind' to do the routine tasks of the household. Two perennial and most important components of the work of the family, i.e., childrearing and care of the elderly, are more notable in our time because of the advent of working mothers with pre-school children and changing family forms (e.g., single parents, step-parents, unwed parents).

The teaching of communication and thinking skills essential for the effective working of families to enable them to balance time, energy, and money; to juggle work and the rearing of their children; and to manage the care of other dependent family members (such as the aged, handicapped, ill, or unemployed) are the continued challenge of consumer and homemaking education.

Increasing reports of widespread abuse of children and older persons are but one evidence the family heads and members need growth and development knowledge and understanding plus caring and coping skills.

2. Teenage parents. As a people, how we parent may be the single most important factor in deterring or assuring the strength of our nation. 1.1 million teenagers are mothers. More than 1.3 million children are now living with teenage mothers, about half of whom are not married. Two-thirds are non-high school graduates (Alan Guttmacher Institute, 1981, p. 4). They will not complete high school, their prospects for obtaining and holding a job are reduced. With poor nutritional habits, less than optimum physical maturity at the time of conception and during pregnancy, they need programs like consumer and homemaking education that first encourages them to stay in school, then build their confidence, provide the learning for their becoming healthy productive citizens, and finally prepares them in their work as parents and homemakers and as consumers in the marketplace.

More consumer and homemaking education programs are needed that can provide sexuality information to young people before puberty. One example of such a program within the consumer and homemaking education program exists at the Altoona Senior High School in Altoona, Pennsylvania. Curriculum and instructional materials supporting programs for school-age parents have been developed; an excellent example is the Teenage Mothers Program (TAM), in Auburn, Washington, one of twenty (20) such programs in the state.

When the twenty-five young people, aged ten to eighteen who served on the Children's Advisory Panel to the U.S. Commission on the International Year of the Child 1979, addressed the problem of teenage pregnancy, it was

their recommendation to the nation in their final report that there needs to be a widespread family life curriculum for K through 12 because, they said, "present efforts are not lessening the problem" (U.S. National Commission on the International Year of the Child, 1979, p.20).

Nine out of ten parents of teenagers favor sexuality education (Allan Guttmacher Institute, 1981, p.38). In a study by Dittman and others in which enrollees in consumer and homemaking classes who are made aware of the constraints to personal development and to optimum physical growth of childbearing prior to the completion of schooling, the evidence showed that the enrollees would be more likely to defer having children (Dittman, 1981).

With 12 million sexually active teenagers (5 million of whom are female) in our population the potential costs are great to both the individuals involved and to society "in direct expenditures for health and social services and in the loss of the economics contribution that teenage parents might have made if their educational and vocational choices had not been circumscribed by early childbearing" (Allan Guttmacher Institute, 1981, P.5). Parent education for teenagers is an example of the kind and scope of societal problem that the consumer and homemaking education programs are addressing.

3. Inflation and the role of families as consumers. The urgent need to educate homemakers as consumers was recognized in the 1968 Vocational Amendments which provided categorical funding for consumer and homemaking education. Consumer education has been a major curriculum emphasis in home economics for half a century. Now, the rapid growth of the marketplace, not only in the number of items from which to choose, but also their quality and safety, need and use, plus the volume of mass media advertising adds considerable complexity for the homemaker/consumer. Inflation has exacerbated the problem. With energy costs skyrocketing, both students and adults need education on how to "get the most from their energy dollar". To meet these new challenges, consumer education

curriculum have been updated and expanded in home economics programs in the public schools. A study in Pennsylvania revealed that 99% of the programs included consumer education and that programs which received federal funds were more likely to have separate classes on consumer problems. A 1979 national study reported that 36% of schools taught consumer courses but 89% of schools taught consumer rights and responsibilities. The national study concluded that consumer education related to the family and the economy, and that family or personal financial planning needed expanding to reach more students (Hughes, 1980).

The Consumer and Homemaking Education curriculum, while comprised of distinct separate subject (content) areas, is primarily an integrated curriculum. Thus, consumer concepts are interwoven into the majority of all courses taught through Consumer and Homemaking Education. Through this program, teachers are in a unique position to help people form a broader view of the impact of economic activity on the family.

These three examples vividly reveal a firm role for Consumer and Homemaking programs. And, as has been indicated, our programs have addressed these concerns as was required by the 1976 Amendments. As a further example, in 1980 in the state of Washington, more than 50,000 adults were enrolled in the Consumer and Homemaking program; and more than 50 percent of these adult enrollees were in programs in parenting education and family relations. The focus of these programs included understanding and guiding children, health needs of the family, self and home protection, landlord-tenant laws and relations, credit use and nutrition education.

To sum, the developmental/educational approach to social and economic concerns has been demonstrated to be cost effective. Home Economics is such a program; Consumer and Homemaking Education is one major component of that approach.

This view is best described by the AHEA Executive Director, Kinsey B. Green, who in a speech before AHEA members attending the 72nd AHEA Annual Meeting and Exposition, stated:

> "Home Economics runs against the current for reasons of mission, philosophy, resources, history, precedent. The core of home economics if the significance of the family, the relationship of that unit to the greater society, and the interrelationship between families and the individuals who function in that milieu....Home Economics runs against the current because our mode of operation is prevention, development, and education, as opposed to crisis clean-up, remediation, therapy. (Green, 1981)."

We all must learn continually-- interpersonal relationships, the management of resources, how to make decisions within a family context. These are all part of the Consumer and Homemaking Education program, and necessary in order or all human beings to be self-sufficient, to be productive in the home, marketplace, and workplace, and finally to be enroute to self-actualization.

It is the responsibility of the federal government to provide support for this program. One way for the nation to affirm its belief that family functions and education for family life are worthy, is to continue funding Consumer and Homemaking Education. This view assumes that federal funds can and should be used by the states to achieve national goals. In order for this to occur, some program guidance must be developed at the national level; guidance which is flexible enough to provide latitude for adaptation for specific state and local needs, while assuring that federal dollars are being spent in the national interest. Vocational homemaking education, as is the case with other school and non-school programs, requires a federal-state-local partnership (Vocational Home Economics Education Coalition Position Statement, 1979).

The Association asserts that an appropriate role of government in relation to families is to effect a better balance among preventive/developmental approaches and crisis intervention approaches to solving critical social problems. Continued support of the Consumer and Homemaking Education program as a categorical

item within the Vocational Education legislation would demonstrate a clear concern for the status of families.

The American Home Economics Association appreciates the previous commitment of the federal government to the family through its past support of the consumer and homemaking program and requests that that support be continued.

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Chairman PERKINS. Thank you very much.

Our last witness is Ms. Carter. You may proceed, Ms. Carter.

STATEMENT OF ENID CARTER, HOME ECONOMICS EDUCATOR, ONEONTA, N.Y., REPRESENTING THE HOME ECONOMICS EDUCATION ASSOCIATION

Ms. CARTER. Thank you, Mr. Chairman.

As a local classroom teacher, I look to the State and the national level for support and the guidance in working with my students, then helping them to meet their needs and their interests and their abilities, and I look to the State and the national level for updating of curriculum materials, and in-service training to help me to keep more up-to-date on the many changes that occur in our areas of concern in this time.

So my testimony has been included with Ms. Carr's, as she presented hers, and so for me to take more of your time at this point would be redundant and unnecessary.

I would be happy to answer any questions that you might have.

Chairman. PERKINS. Thank you very much.

I know that you heard the testimony of the woman who did the National Institute's study, Dr. Jones.

I would like for you to comment on Dr. Jones' testimony. Commencing with you, from Kentucky, and go all the way around the table there.

As I understand, Dr. Jones' report says it is not useful to draw a distinction between home economics and vocational education, and, at the present time, Federal home economics legislation is too broad and needs to be more tightly focused.

Comment on that.

Ms. CARR. I will try to talk to those points. First of all, I think the consumer and homemaking role is uniquely different because it does recognize that a person who is spending full time in the home does, in fact, have an occupation, and that has dignity and economic value to that family, and that, along with that, we recognize that many of the young women will not enter full-time homemaking; so we recognize that in our programs.

But let's say you are a part-time plumber. If I had a part-time plumber fixing my sink, I would want him to be equally trained, even though he was part-time employed. Maybe that is a bad analogy, but I guess I see that we still are preparing people for the occupation of homemaking and, even more importantly, preparing those persons to deal with the occupation of homemaking, even though part time, if they are working full time in the work force.

Along with that, to say that there are no women or very few women choosing to remain in the home full time is probably a misrepresentation of facts because in some areas of the country we still have people making that choice. In certain economic groups they are involved in full-time homemaking. But the other group that comes to my mind that we must treat are those people 55 years and older who return to the home on a full-time basis and now have to learn new homemaking skills in order to cope. These are the people 55 and older, or 65 and older—if you prefer that breakoff—that had a fairly high standard of living and suddenly

they are back on a fixed income and living in an area with dwindling resources, and I think there have been a lot of major interviews with the elderly that are saying: We need help in how to cope. So I think the occupation of homemaking is still a valid area.

One other thing is being responsive. I think we have been responsive in this critical area nationally. Now, I agree that State leadership does make a difference in the flexibility, but in most of our States the people I talk to have a good working relationship as far as State planning and a part of the vocational planning process is concerned, so I don't see that there is any conflict. I think it is recognized as a unique difference.

I don't know if I have adequately addressed all of your concerns.

Ms. CARTER. I would break this down into homemaking, the consumer and the vocational education. I would say that as we relate to the home the way we use our skills in the home, every person, no matter whether they are a married person or a child, or a youth or an adult, is going to be eating food and wearing clothes and is going to be using skills to earn money, and the type of environment that we have as we prepare ourselves in the personal area is going to reflect on how we use our resources in buying products and how we use them as a consumer, and all of our sources of energy that we have, whether they be time or energy, or whatever, or money, and the atmosphere that we have as far as our personal self is concerned, is going to react in the vocational education area as to the wage earning of the work force skills that we have and how well we use those.

And from the classroom I know the students who have problems in the home bring those to the classroom, and I am sure that this has been alluded to—that the people who have problems in the home bring those to the work force.

Chairman. PERKINS. I would like to hear from the department.

Ms. KING. I would like to respond that it has been my concept as a vocational educator that we should be designed, and we are designed, to serve all persons, in addition to the disadvantaged and the handicapped. They need special emphasis. We agree with that. We think we have been responsive to the disadvantaged and handicapped as well as the economically depressed.

We realize there is much more we could do.

I believe the consumer and homemaking education program has been responsive basically to the legislation, as I view it from the national perspective, from working with the States, all 57 States and territories, through visitations and otherwise.

I have reviewed curricula submitted to our department. I believe we have to continue these ancillary services, and I believe it is very important that we have the innovations and the State leadership and research component that we have had in the past, and I think out of that, in the immediate future, we will find research coming from the States as they are completing their first review that will demonstrate even more that we are trying to serve people, males and females, youths and adults, in becoming better homemakers and thus better individuals in our society and eventually more productive if they are happy and satisfied in their homes—as well as better consumers.

Chairman PERKINS. Do you wish to coment?

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Dr. HJELM. I just want to mention that the administration has certainly not taken a position yet on the reauthorization of the Vocational Educational Act, and a lot of things are under discussion. There are a lot of forces driving for simplification of the act and reducing burden and regulation, giving greater flexibility and decisionmaking to States and locals. However, the administration is still very strongly in support of consumer and homemaking education.

I agree with the study that to achieve certain Federal objectives, the more you can be very precise in what these objectives are in the legislation, the higher the probability they will be carried out. However, I think you can still do that without being very prescriptive on how you are going to do it. You can hold the States accountable, and so forth.

I agree with Ms. King that consumer homemaking is for all people. I question—they made some kind of a statement about homemaking may not qualify as an occupation. I think for a lot of people out there it is an occupation, and even cooking and sewing are still very important when you get into consumer economics and things of this nature; so I think many of these aspects of the curriculum are still needed and still important, and we are very supportive of the total program.

Ms. THOMPSON. Just briefly, even though I mentioned that a large percent of the women are working, there are still a large percent at home. Regardless, if they are working outside of the home—there is an old saying: Do you work or do you stay home and take care of the kids? Well, if you stay home and take care of the kids—and I have done that, too—you are working. So whatever their status in employment, they have got to have some consumer help and some education on how to cope, and I guess I keep going back to the high cost of energy and how they have got to learn to manage their budget, and they have got to learn to manage the budget for the food, and so forth, to be able to pay those other bills that are going to come in.

I am going to let Nancy Johnson, who is working in Washington, respond.

STATEMENT OF NANCY JOHNSON, STATE DIRECTOR OF HOME AND FAMILY LIFE EDUCATION, OFFICE OF THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION, OLYMPIA, WASH.

Ms. JOHNSON. Thank you. I am Nancy Johnson, from the State of Washington.

I am the director of home and family life education programs in that State.

I would like to indicate that I heard Dr. Jones and Jenifer Drew say that everyone is a homemaker, and we need to make certain that all youths and adults, male and female, have an opportunity to prepare for that part of their life, and that we need to increase our efforts to encourage young students who are preparing for a specific occupation for pay also to prepare for that role of homemaker, and this means some juggling around in the community college systems and in the vocational technical institutes to say that every student in that program, as an adjunct or as an integral part

thereof, of their job training program, they will also spend some time in preparing for the role of homemaker. And we do have some of those kinds of programs in our vocational technical institutes in the State of Georgia.

I know that is a very specific program component that has been there since before the 1976 amendments. So if we can interpret that sentence or two in the CRC/NIE report, I feel very comfortable about that particular response.

I think also we would like to challenge the committee and the staff as they work on the legislation to use the census study that was done at Iowa State University and really look at the topics that are included.

I believe that the foods and nutrition area, where we lump that into cooking, I believe we are doing more than food preparation; that there are many other concepts that have to do with nutrition and money management and buying that really broaden that particular curriculum area, and I believe that the integration notion of the curriculum is also something that is in our favor. It is harder to measure, and I have said many, many times that we have done such a good job in integrating in home economics that no one knows that we have taught something, and that is one of our challenges.

Mr. JENNINGS. Does Dr. Jones care to respond?

Dr. JONES. It is very nice to be understood. I could not have said it better, myself. Somehow, I feel as if you feel we have insulted you by objecting to the terminology of occupation.

Our point is basically that somehow that phrase to us is a false parallel—for a program within vocational education that is dramatically different from anything else that goes on within vocational education. It is work not-for-money, which does not mean it is not valid work. However, in the current situation it is dealt with in a separate category.

It was in the legislation and within the State planning process that goes on within the State for the bulk of vocational education which revolved around wage-earning programs, so it is not as if C. & H.E. is excluded; it is just not included in that process. And neither part of vocational education, the rest of vocational education nor consumer and homemaking education benefits from that. There is a cross fertilization that does not happen because of that.

It is our considered opinion that the occupation of homemaking language obscures the fact of the role that C. & H.E. has to play as an adjunct. It is not another occupation like air-conditioner repair. It is another thing all unto itself, and it has to do with air-condition repair and auto mechanics and agriculture.

We have a different view of it, and we urge your consideration of that view, because we think it cannot do the program good to look at it that way. Also, I would add that models do exist for some of those programs we are talking about. We did not think of those programs we recommended continued support for, out of our own heads. We got those ideas from programs we saw in the field.

Mr. JENNINGS. Mr. Perkins will be right back. He had to answer an urgent phone call.

Ms. Carter, from the State level, would you care to respond as to what would happen in a State if home economics were blended in with the rest of the vocational program?

Ms. CARTER. That is a rather difficult question to respond to, but I will try to do it as up-front as possible, and recognizing that I don't have the knowledge of what is going to happen in all other States.

By having the defining of occupation of homemaking, I don't think there would be any question that what persons in my particular State would feel about that, I think they recognize it as occupation, and I think we would get a share of the funding.

However, when I talk across the country with persons, they are saying: No, we would not; that we would be lost in the drive to have vocational programs that show placement in work for pay employment, and in that case it would be counterproductive to the field as a whole.

My comment might be better stated to say that because of the unique role, an identification in the law which prescribes either categorical funding or some semblance of that, is going to assure that all States do recognize that that is a valuable contribution to vocational education.

Again, now, I think this would have to be something that other States would have to respond to, but there is a unique difference; and yet I think homemaking is an occupation. I understand that it tinges of a contrived name, but there are a lot of people who would be mightily insulted to think—not from an educational standpoint but from a personal standpoint, that what they were doing was not an occupation; that it was not a vocation for them, and if you are a full-time homemaker, you do have a vocation, although unpaid.

Ms. JOHNSON. As the Home Economics Education Coalition has worked over the last 2 years, we became a part of the American vocational association study team on this issue, and a poll was made of the 50 States to determine what would happen if home economics education were blended into, versus continuing to be a categorical line item in, the law, and I think we recognize we are vulnerable when we are line-itemed, because we have to speak and be certain that we not only get authorized, but that each time we go through the appropriations process that we continue to get some dollars.

But the consensus of that group of 50 States was that we need to have that identified area in the law to assure that the program for families will continue, and that was the bulk of the consensus, and on that basis the three professional organizations come here today with that as their really specific direction for the reauthorization; that we continue to have categorical funding.

Mr. JENNINGS. If I could also ask Dr. Jones, you said several times you thought the Federal legislation should be more narrowly focused. Could you give us simply three or four areas where you think the Federal legislation should be pointed, or would it be four or five areas? Just give us precisely your suggestions.

Ms. JONES. I think that basically our recommendations speak to that. Basically what we are saying is that the models that we found for the most responsive programs should be reinforced in the legislation; that high school programs and vocational school pro-

grams which are focused on those basic skills of adult living, those survival skills which address problems that people are going to have to face in adulthood, those should be reinforced; that outreach programs should be reinforced; that the ancillary services, such as in-service training and State leadership should be reinforced.

I think one thing that ought to be noted is that in 50 percent of the schools where C. & H.E. is taught, there is only one C. & H.E. teacher in that school, and that person needs support. In-service training and administrative support at the State and local level really do help a lot to innovate.

I am not sure that it is necessary that the legislation define the field. The field has a mission in itself. I am not sure that the Federal role is to put a stamp of approval on that definition; that it is possible for the field to continue without the Federal legislation defining it.

Jenifer, do you have anything else to say?

STATEMENT OF JENIFER D. DREW, SENIOR ANALYST, URBAN SYSTEMS RESEARCH AND ENGINEERING, INC.

Ms. DREW. Our recommendations essentially list programs that we noted in the field which, using our criteria taken directly from the legislation, seem to be most responsive to the legislation, but sort of underneath that I think the important point to make is that there is not a whole lot of Federal money to go around, and it is really just a drop in the bucket, considering all the money it takes to fund C. & H.E. programs. Innovative programs are very expensive to start up; they typically operate outside the established delivery system of secondary schools, where the real strength both in people and tradition of funneling dollars—State and local dollars—is. They are newer, and so, not surprisingly, they respond more to the later legislation than the earlier legislation, which is all we are saying basically.

The other way of viewing using Federal money is as a sort of a general underpinning for the entire system, to insure that the entire system does not slide back, should State and local dollars be withdrawn in times of fiscal crisis. That is one way to approach it, and I would say in the 10 States we looked at, that is more common than seeing Federal money as a thing used to innovate, get things started, and then take up with State and local dollars if they work out.

The optimum course is sort of to find those two, and there is a group of States within those 10 that take the majority of their Federal money and underpin their whole system and give some to each and sort of use it as an incentive to comply with both State program standards and, of course, Federal requirements for programs, but then take a little bit of the total package and they say, "We will give you this, to local programs, if you start an innovative program, and this is what it is for."

That obviously encourages innovation. So I think underlying the specific programs that we found were responsive there are almost two philosophies in how to use Federal money to bring about change in the system. What we are suggesting is the more visible Federal money is, the more visible the reason the locals get the

Federal money is; the more likely that that money will produce results that the Federal Government had in mind when they wrote the legislation. It is very simple, really.

Mr. JENNINGS. You are going to have to help now.

Your testimony is becoming cloudy to me. When Dr. Jones said, first of all, home economics should focus on precise things and then you said, well, the Federal legislation should not necessarily define the field, and then when the other witness said Federal legislation could do both, you seemed to agree. What are you really recommending? Are you recommending general support and a focus on particular fields? Are you recommending one or the other?

Ms. DREW. I believe if we had our druthers, we would eliminate the language that reads "to include but not limited to" and then list every subject matter within C. & H.E..

Mr. JENNINGS. You are not talking about general support; you are just talking about particular purposes for the Federal money?

Ms. DREW. I believe so.

Mr. JENNINGS. Ms. Carr, I think, wanted to comment on that.

Ms. CARR. As I heard that, something came to my mind that I think is pertinent, and that is that States recognize that the bulk of their students are still at the secondary level and that those students are going to go out into the workforce or out into independent living, but essentially some of our States have said: Let's go to the incumbent worker, the homemaker, and let's research what it is they say are the most critical areas.

Kentucky participates with six other States in the southern region to go to homemakers and say: What are those critical skills in homemaking for which you need training? Colorado went to their State, and they used a vacuum approach, where they went by ethnic groups, by socioeconomic groups, and they identified skills.

In my opinion, we are using Federal funds for that purpose to find what the critical skills are, and yet when we did the survey, they did reflect that the national priorities were in line; so I don't know—it is the chicken-or-the-egg story. I don't know which came first or that it matters.

We have found—for instance, Colorado calls theirs managing resources, caring for and improving self, immediate needs of family and providing a living environment. If you want to use another language: That is nutrition; that is shelter; it is consumer behavior.

So I don't think it is significant one way or the other where it started. The fact is that it is compatible, and if we can revitalize those secondary programs, where we get the bulk of the students, on the front end, down the road we are not going to have to do those outreach programs to then serve some of those groups because we will have already taken care of it. And I think that is a change.

I don't say you do away with outreach, but somewhere, if we initiate right, we ought to be able to eliminate some of that on that end and start it on the beginning end, and I think States are responding to that, and I think the legislation has been very effective in zeroing in on those areas.

It does become restrictive in some situations, but I think that is to be dealt with.

Chairman PERKINS. Ms. King, let me ask you a question. You spoke about the increase in enrollment, and that there was a dramatic increase in male enrollment. To what do you attribute that?

Ms. KING. I attribute the increase in the male enrollment to the fact that we have had the Federal dollars generating State and local and private sector dollars that would upgrade the curriculum and would also take a critical look at what we have been doing as far as reaching out to the male population is concerned, and I think that the 1976 education amendments gave us more of an emphasis to move and make certain that programs were designed for both male and female even though we had been serving male and female. One percent of our enrollment in 1971 were males, which we find to be most interesting.

I basically attribute it to the fact that Federal dollars gave us the opportunity and directed us to do research, and I think the study I cited highlighted that, to find out what it is that males really need, along with the studies that Ms. Carr has mentioned, and others, and I think it is because of the fact that we did have the Federal dollars to be able to carry out the research. Otherwise, I do not believe States would have focused on that particular situation.

Chairman PERKINS. Now, Ms. King, you also point out a doubling of enrollments in economically depressed areas from 870,954, to 1,753,193, during the period 1972 to 1979. Is that attributable to Federal legislation, and do you agree with this trend?

Ms. KING. If I understand your question, Mr. Chairman, the increase in economically depressed persons being served in economically depressed areas at all levels is due to the legislation. I think that the fact that we did have a mandate to serve—to put one-third of our money into economically depressed areas—did make the difference, even though we had had programs in public housing designed and implemented in the early 1940's which would serve some of this, but I think in some of the areas which we had not looked at before, it did become more obvious to us, and we were able to move into those areas. I think it gave States—if I hear them correctly—the opportunity to serve some people that they were not serving, that were in, maybe, pockets of poverty or low income, or whatever their situation might be.

Chairman PERKINS. You point out a decrease in enrollment in comprehensive courses, but increases in child development, consumer education, parenthood education, and nutrition education. Are these changes due to Federal legislation, and do you believe they are going in the right direction?

Ms. KING. Yes, sir. I believe they are due to the legislation. I think what it has said to us is that we would give more emphasis—and the States have done that in developing specific curricula—but also we have integrated into the comprehensive program. You must remember that they all take—every person who is enrolled in the comprehensive will get—some consumer education, will receive some nutrition education; but it is more specialized, and as far as the continuing, the feeling in the States that it has given them the added emphasis to do that, and it would be carried forward. I am not sure I got the last part of your question.

Chairman PERKINS. Let me ask a question of Ms. Carr. I referred to this earlier today. Back in 1976, there was an attempt to elimi-

nate consumer and homemaking education as a separate category, but that did not prevail. Today, rumors are that the administration may try to eliminate you again. Do you believe that home economics must be kept categorical in order to continue your good work?

Ms. CARR. I think that consumer and homemaking must be identified in the law in such a way that any contribution we make that is different than the wage-earning programs is clearly identified.

Chairman PERKINS. I am for keeping it——

Ms. CARR. I understand that.

Chairman PERKINS [continuing]. The categorical programs. I just doubt that they can eliminate it, but still we may have to go through that fight. I hope we don't, but I just wanted all of you to respond why it should be a categorical program, if you feel that way today.

Ms. THOMPSON. We do.

Ms. CARTER. Having lived through the 1976 time, as a member of the coalition, too, we firmly believe that the home economics community is in unanimity on the fact that we need to remain a categorical item in order to continue and improve the types of programs and the quality of the work that we are doing.

Ms. THOMPSON. The American Home Economics Association, of course, for all the reasons we have discussed today, believe it should remain a categorical item. And, Nancy, you being in the field of education, would you like to reinforce that?

Ms. JOHNSON. Mr. Chairman, while you were out, I did go on record and indicated that a survey had been done of the 50 States in terms of whether this would hinder or help in terms of categorical funding, and based on that response, the Coalition of Home Economics Education, which represents the three professional associations, truly believes that consumer homemaking must remain categorical in the next reauthorization process.

Chairman PERKINS. I am sure all of you are aware of the cuts being considered in the Congress of the United States. You heard talk that there may be another 12-percent cut around the corner. You suffered a cut last year from $43 million down to $30 million. Do you feel that you could stand another cut of that magnitude? Let me ask you to start in and go around the table.

Ms. CARR. I think cuts are impending, and we recognize that, and I think it is going to be devastating. I don't see how consumer and homemaking can take the same kind of cut they got the last time. You have some previous testimony from me that shows the programs that were discontinued. Every dollar we get from the Federal Government in the State of Kentucky that goes into programs—not administration, but programs—when we get dollars cut, we simply cut programs, and these are primarily in the area of postsecondary and adult, and right now we are trying to figure out how we cannot go back to local school districts and ask for money back. It is that simple.

Ms. CARTER. In the State of New York, where the bulk of the funds are spent on adult consumer homemaking programs, when this cut came, the child care services were cut out and when those child care services were cut out, that cut out the adults coming, too, without that.

They have a problem that when things are cut and after you have cut the facilities and the staff, all that is left is program, and we have one example in Great Neck, Long Island, where they are down to $400 right now. I am, therefore, in agreement with Ms. Carr. I don't see how anything productive could come from any more cuts.

Ms. KING. In our conversations and reviews with the States and locals, I find that we are losing State staff—and teacher educators—as a result of the reduction in funds. It is impacting on the quality of our programs as well as reducing the number of programs we can offer, because people cannot pick them up at the local level.

Chairman PERKINS. Dr. Hjelm?

Dr. HJELM. I would only make one statement. We all know the economic situation and the need for cuts, and so forth. The 1980 budget was $43 million and then 1981 moved it back to $30 million, but the current continuing resolution budget is up to $35 million, so the 12-percent cut results in a level of funding from 1981 to 1982—is my understanding—which are advanced funds programs for fiscal year 1983. I have no comment other than that.

Ms. THOMPSON. Being in the business world, we work closely with the schools, and I can see, if they continue to cut and have to eliminate programs in the schools, then we as a utility and other home economists in business who work with the schools, it just eliminates more and more of what we can do, going back to helping them get the most with their energy dollar. A lot of utilities thought it was necessary to cut out a lot of programs, but we felt in the South that we must keep our school programs, and so the school is a big portion of our work area, with our 35 home economists.

Ms. JOHNSON. In our State, the 30-percent reduction this year has caused us to have fewer special projects, reaching the outreach projects that we have had, less dollars per project, and it has also cut our ancillary services by one-third.

Our consulting services to local districts, to help out the one-teacher department, last year, we made 103 consultative visits in local school districts. Some of those had more than one visit. We will do probably a third less of those this year.

Our program evaluation model had to be changed this year, because of lack of funds, and instead of actually doing an onsite evaluation, we will be doing a lot of paper evaluation which will meet the letter of the law but really not a true program.

Chairman PERKINS. Let me thank all of you. I think we have had an excellent hearing today. Tomorrow, we will commence at 9 o'clock with another hearing on vocational education.

The subcommittee stands adjourned.

[Whereupon, at 11:43 a.m., the subcommittee adjourned, to reconvene at 9 a.m., Friday, November 13, 1981.]

[Material submitted for the record follows:]

PREPARED STATEMENT OF DR. JOANNA KISTER, SUPERVISOR, VOCATIONAL HOME ECONOMICS, OHIO DEPARTMENT OF EDUCATION, COLUMBUS, OHIO

Mr. Chairman and Members of the Subcommittee:

The purpose of this testimony is to address Ohio's responsiveness to the Education Amendments of 1976 (P.L. 94-482). In Ohio we have just completed a major research project which will provide data for curriculum development but which also reflects the importance of Consumer and Homemaking. I analyzed interviews of Ohio citizens from across the state focusing on the meaning and significance of families. One president of a large manufacturing firm related an experience in which he was about to consummate a multi-million dollar sale with a client. His secretary interrupted to tell him that a tornado had struck the area where his family lived. Suddenly the millions of dollars paled in significance to his concern for his family. Whenever there is a crisis or significant event in our life, it seems that we think of, or turn to family.

In this study, there was an overwhelming vote of confidence placed in the family. The family was viewed as an enduring institution which will remain as the source of fulfillment of the basic human needs for love, security, and non-conditional acceptance. There was a conviction that families can best provide for the nurturance and education of the young, their intellectual, moral, social, emotional, and spiritual development.

There was no amivalence as to the importance of families to people. Even those persons in unhappy homes still saw families as important, expressing hope for a better future. Families give meaning to life. Homes provide a refuge from the world, an emotional haven. Families are a source of deep satisfaction. They provide roots, a place to be from, and an enduring purpose in life.

The family, more than any other institution in our society, determines who we are and what we become. The family is where basic needs are met. If the family does not function, then other systems are directly affected.

The two worker family is now the majority. We have research, but do not really need it, to remind us of the relationship between our family life and

work life. Crisis or stress in either aspect of one's life creates resultant crisis or stress in the other. In Ohio, we are currently developing curriculum which includes a major component on the interrelationship between work and the family. Family stability is linked to productivity in the work place.

Families are also affected by current economic conditions. Problems such as inflation and unemployment increase the stress and complexity of decisions which families make.

It is the role of Consumer and Homemaking education to prepare males and females for the work of the family. Consumer and Homemaking teaches basic life skills. In this economy, we might term them survival skills.

Consumer and Homemaking is the only area offered by the schools for youth and adults that focuses entirely on skills for work in the home and on strengthening family life.

Congress, in funding home economics education since the Smith-Hughes Act of 1917, has recognized the relationship between a well-ordered, quality home and family life and a productive, satisfying work life, contributing to the well-being of our country.

While Consumer and Homemaking education is concerned with perennial issues of home and family life through instruction in the six essential skill areas, the 1976 legislation provided direction to emphasize the following areas to meet current societal needs:

* Consumer education
* Management of resources
* Promotion of nutritional knowledge and food use
* Promotion of parenthood education.

1) Consumer Education. Slower economic growth characteristic of a recessionary period makes consumer education crucial to survival. A recent national study revealed that 74 million Americans are not proficient in the use of consumer economic skills. Consumer and Homemaking education provides basic economic

information as well as consumer skills.

In Ohio, vocational home economics gives leadership to consumer economic education K-12. More than 33,000 teachers and a half million students have been reached with basic economic concepts.

2) Management. Given the increasing awareness of the finiteness of resources, helping students develop a sense of responsibility concerning one's environment and conservation skills are critical. There will be fewer persons owning homes and more living in multiple family housing. Students need skills to cope with the housing market of the future.

One survival skills project was developed using federal Consumer and Homemaking funds in Ohio. It has received national recognition, including citation in Toffler's Third Wave. The aim of the project is to improve instruction in housing and resource management, including energy conservation. A pilot site and 25 vocational planning districts developed tool maintenance kits with accompanying curriculum and hands-on in-service for teachers to help students learn to make simple home repairs. This is an example of a demonstration project that has now been disseminated throughout our existing programs using state and local funding.

3) Promotion of Nutritional Knowledge and Food Use. Home Economics education interprets research from the effects of food additives to management skills required to prepare nutritious meals in the dual career household. Consumer and Homemaking programs help students analyze mass media claims which have influenced people to believe that a good breakfast consists of sugar cereals and "nutritious" toaster tarts.

In Ohio, FHA'ers are using their nutritional knowledge to share projects with elementary students, adults, and the elderly in their communities.

4) Promotion of Parenthood Education. Many of our social concerns of today--

child abuse, family violence, crime, drug and alcohol abuse, and teenage pregnancy--are related to a poor self concept and/or a lack of family stability. The home is where the child's concept of self is formed and reinforced. Future parents need to gain a basic knowledge of child development and to develop nurturing and communicative skills. The child's early years are critical in the formation of attitudes and coping skills.

In a Governor's study in Ohio, it was determined that teenage pregnancy was the leading cause of female student dropouts. Using federal funds, we tested programs to assist teenage mothers with needed parenting and career skills. While the dropout rate for teenage pregnant students has been reported at 80%, we were able to retain nearly all of the students in these programs in school. This program has now been picked up by state and local funding and is being implemented in a number of additional sites.

We pilot tested an additional program to bring back students who had dropped out of school because of pregnancy or inadequate child care. These students were offered continuation of their academic program, parenting skills, and occupational training. This is now an on-going program.

For each of these four priority areas, I have cited only one project in Ohio. We responded with many more as did other states. For example, in the parenting area, we found a growing incidence of child abuse in Ohio. We developed a special curriculum and in-service for our teachers to touch upon this problem.

We also developed curriculum and provided in-service to help teachers conduct short nursery school experiences in which preschoolers are brought into the home economics classroom and home economics students practice skills learned in child development classes. As a result of this project, the number of schools offering this experience to students increased significantly and it is a continuing part of most school's curriculum. Further, several other states are using this curriculum guide.

Outreach Programs

As an observer of OEO, CETA, and other social agency programs, it seemed to me that it was much more logical and cost effective for education, an institution existing solely for this purpose, to extend its services to adults in the community. We do not have to organize a new administrative unit; we are in place to educate. The 1976 Amendments directed us to operate outreach programs.

Ohio's Family Life program, funded with Consumer and Homemaking monies, takes education to the people in neighborhood centers. From Cleveland to Appalachia, these programs assist families with budgeting, nutrition, low cost meals, clothing repair, housing maintenance, and consumer information. The parent-child interaction program was introduced following publication of research which documented the importance of the first three years of a child's life. One woman shared this comment: "Before I came to Family Life, I was really down. At one point I was so discouraged when bills were piling up that I contemplated suicide." Referring to her participation in the Family Life Education program and the help she received in managing her money she said, "Now I feel much better--like facing life again all over."

Another young mother was the first of her family to get a job. She said, "I appreciate every helping hand you've given me for the past two years. I've finally just about gotten my dream. I'll be able to come off Welfare next month."

Ohio's Displaced Homemaker program offers instruction in career exploration, job readiness, and home and family management to persons who have been a homemaker but because of divorce, widowhood, or other reasons must support themselves and/or family. This has grown from six pilot programs to 25 this year.

The portion of the legislation addressing Outreach programs has given us the flexibility to meet educational needs in the community. Overall, the federal legislation has had a substantial effect in increasing the number of adults reached. With the rescission cuts these programs suffered extensively.

Comparison of Federal, State, and Local Dollars

The programs in Ohio which I cited were initiated using federal funds, then state and local dollars were generated for implementation of successful pilot programs statewide. I have cost data which illustrate this.

For Fy 80, total dollars for Consumer and Homemaking programs in Ohio were 58.4 million. Of that total, 2.3 million were federal; 27.9, local; and 28.1, state dollars. In a recent article which I read, only two Governors indicated that state money would be available to compensate for the federal dollar cuts. Federal funds are essential to us in the states even if the percentage provided is smaller than state and local funds.

Summary

We have more students involved in a broader-based program than ever before in history. But education is never finished. Education prevents problems and without question is more cost-effective than remediation.

Each vocational education act has led us to where we are now. We are proud of our accomplishments in vocational home economics education. We have made things happen. Most of the changes that have dramatically affected the content of our programs would not have occurred without federal categorical support. We have very much appreciated the support we have had from Congress through the years.

HEARINGS ON REAUTHORIZATION OF THE VOCATIONAL EDUCATION ACT OF 1963

Part 6: Consumer and Homemaking Education

FRIDAY, NOVEMBER 13, 1981

HOUSE OF REPRESENTATIVES,
SUBCOMMITTEE ON ELEMENTARY, SECONDARY,
AND VOCATIONAL EDUCATION,
COMMITTEE ON EDUCATION AND LABOR,
Washington, D.C.

The subcommittee met, pursuant to call, at 9 a.m. in room 2175, Rayburn House Office Building, Hon. Carl D. Perkins (chairman of the subcommittee) presiding.

Members present: Representatives Perkins, Kildee, and Erdahl.

Staff present: John F. Jennings, majority counsel, and Nancy L. Kober, legislative specialist.

Chairman PERKINS. The Subcommittee on Elementary, Secondary, and Vocational Education is continuing hearings today on the reauthorization of the Vocational Education Act. This morning we will conclude hearings on the consumer and homemaking education programs under part A, subpart 5 of the act.

It may be within the next month or 2 months we will have some further hearings. If some of you want to come back, we will be delighted to have you.

Although it is still early in the reauthorization process, it appears that one of the main issues relating to consumer and homemaking education will be the question of whether these programs should remain categorical or be consolidated into the basic grants. This is the argument we had in 1976, as many of you will remember.

We will be interested in hearing the witnesses' views on this question and the reasons for their positions. We will also hear testimony on whether consumer and homemaking education programs are adequately preparing people for their role in the work force and their role as consumers. I feel it is important for the subcommittee to hear full and free discussion of all these issues at this stage in the hearings, when we are specifically considering consumer and homemaking education.

Finally, I also want to encourage all the witnesses to provide any recommendations they may have for improving the authorizing legislation, as well as their assessment of the impact of the 1976 amendment to the Vocational Education Act.

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We have a panel this morning: Ms. Camille Bell, College of Home Economics, Texas Tech University; Dr. Patricia Brenner, staff associate and economist, National Commission for Employment Policy; Ms. Ida Ballard, State supervisor, home economics education, Mississippi State Department of Education; Mr. Robert Meyer, research associate, The Urban Institute, Washington, D. C.; and D. Hayden Green, president, Illinois Consumer Education Association, representing the Coalition for Consumer Education.

All of the panel come around to the table.

Ms. Bell, we are delighted to welcome you back here again, and we will start with you this morning.

All of you come around to the table, if you will, and we will call on you as your names are listed on the sheet.

Go right ahead.

STATEMENT OF CAMILLE BELL, COLLEGE OF HOME ECONOMICS, TEXAS TECH UNIVERSITY

Ms. BELL. Mr. Chairman, I am very pleased to be here today on behalf of the coalition for the professional organization concerned with vocational home economics education. I express appreciation for your continued support for consumer and homemaking education.

The Home Economics Coalition represents membership of more than 90,000 members from the American Vocational Association, the American Home Economics Association and the Home Economics Education Association, an affiliate of the National Education Assocation. Each of these organizations selects two representatives to serve on the coalition, making a total of six members.

The coalition was established in May 1977 as a result of a recommendation given to home economics educators by a number of Congressmen who worked with consumer and homemaking education in the 1976 amendments. Before the 1976 amendments, there was some confusion as to what the home economics field wanted in authorization. In fact, we were told that we must reach consensus before our next authorization. We have been working diligently for the past 4½ years to do this through our coalition.

The general purpose of the coalition is to increase communication and to project a unified thrust and focus on issues related to vocational home economics education.

We have some specific guidelines. The first is that coalition members have the responsibility to consult with the officers and staff of the organization they represent and to reflect the philosophy and purpose of that organization to the coalition.

It is a clearinghouse for policy or position statements developed by any one of the organizations.

Consensus on a position reached by the coalition will be communicated to the governing boards of the three organizations.

When consensus cannot be reached, each organization will have the latitude to explore its own alternative position with policymakers, designating such as its own point of view and not that of the coalition. And I am happy to say at this point we have had consensus on every issue so far.

In 1979, members of the coalition developed a statement regarding vocational home economics education. The purpose of this statement was to serve as a baseline for the analysis of future positions.

The coalition statement which was accepted by the governing boards from all three organizations and printed by all three organizations illustrates the melding of a philosophical base for consumer and homemaking education, which we have at the present time.

In May 1981, members of the coalition met with staff of the professional organizations, Dean Griffin, Kinsey Green, Cathy Leisher, to develop legislative specifications for the 1982 authorization bill. Bertha King, Program Specialist for Vocational Home Economics Education in the U.S. Department of Education, participated also. The specifications which follow have been approved by the governing boards of the three professional organizations.

The first thing that we decided was an answer to your question, that consumer and homemaking education should remain identified clearly as a category in any proposed reauthorization for vocational education. Such a subpart should include the following:

New legislation should provide formula grants to States which shall be used to extend, expand and improve consumer and homemaking education in light of successful practices, assess needs of the population and changing needs of the occupation of homemaking. Such programs prepare males and females for the occupation of homemaking at all educational levels, focusing on preventive education and addressing societal and economic national concerns.

As far as the funding, we felt that the funds to be appropriated for this subpart should be for the fiscal year 1983, $80 million; for the fiscal year 1984, $80 million; fiscal year 1985, $85 million; fiscal year 1986, $90 million; and fiscal year 1987, $95 million. These funds shall be distributed according to criteria for this subpart only, as set forth in the State plan.

Funds shall be used solely for consumer and homemaking education, first, for instructional programs including but not limited to foods and nutrition, consumer education, family living and parenthood education, child development, guidance, housing, home management—including resource management—and clothing and textiles. And second, they should provide support services including but not limited to improvement of programs, research, program evaluation, development of instructional materials, exemplary and demonstration projects, provision of equipment, teacher supervision, and State administration and leadership for programs including student organization activities.

Plans for this subpart shall reflect needs for consumer and homemaking education within the State as presented by home economics program leadership and shall be an integral part of the State planning process.

This subpart should be administered at the State level by adequate and qualified personnel. Achievement of the purposes of this subpart is dependent upon competent State leadership. Programmatic leadership requires staffing by program specialists qualified by experience and preparation in home economics education.

It is also recommended that the legislation encourage the Assistant Secretary for Vocational and Adult Education to provide States

with adequate qualified program leadership in formulating workable plans for achieving legislative intent.

Priorities within consumer and homemaking education should include but not be limited to instruction attending to societal concerns about energy use in the home, family economics and consumer behavior, nutritional status, parenthood, family violence, and aged family members.

These priorities should be reflected in school programs for students with varying abilities as well as outreach programs for special populations such as but not limited to the aged, school-age parents, single parents and persons in correctional institutions.

The coalition for professional organizations concerned with vocational home economics education has established a solid philosophical base. We believe that all persons should have the opportunity to participate in educational programs which prepare them for the roles of homemaking. This program can upgrade family life to improve employability and productivity. Further, consumer and homemaking education can help individuals manage family resources, use our energy correctly, and to meet increasingly complex economic needs. We believe that Federal support is required in this area to enable educators to expand and improve programs which will address and help solve some of the Nation's most serious social and economic problems.

Again, we appreciate your excellent support and your confidence in consumer and homemaking education.

[The prepared statement of Camille Bell follows:]

Prepared Statement of Camille G. Bell, Chairperson, Coalition for Professional Organizations Concerned With Vocational Home Economics Education

Mr. Chairman and Members of the Sub-Committee:

Thank you for the opportunity to discuss Consumer and Homemaking Education as a part of vocational education. On behalf of the Coalition for professional organizations concerned with vocational home economics education I express appreciation for your continued support for vocational education and especially for Consumer and Homemaking Education. The Home Economics Coalition has a combined membership of more than 90,000 from the American Vocational Association (AVA), the American Home Economics Association (AHEA) and the Home Economics Education Association (HEEA) which is an affiliate of the National Education Association (NEA). Each of these organizations selects two representatives to serve on the Coalition making a total of six members.

The Coalition was established in May 1979 as a result of a recommendation given to home economics educators by a number of congressmen who worked with Consumer and Homemaking Education in PL 94482 in subpart 5. Before the 1976 amendments. There was some confusion as to what the home economics field wanted in authorization. In fact, we were told that we must reach consensus before our next authorization. We have been working diligently for the past four and one-half years to do this through our Coalition.

The general purpose of the Coalition is to increase communication and to project a unified thrust and focus on issues related to vocational home economics education. More specific purposes are:

- Identify existing and potential issues of vocational home economics education
- Review positions on current issues relating to vocational home economics education and facilitate development of consensus among the organizations.
- Determine various target groups to communicate issues and positions concerning vocational home economics education.

The Coalition has developed specific guidelines for its operation:

1. Coalition members have the responsibility to consult with the officers and staff of the organization they represent and to reflect the

philosophy and purpose of that organization to the Coalition.

2. The governing board and staff of each professional organization is responsible for communicating and clarifying to each new group of officers and relevant committees the position and purposes of the Coalition.
3. The Coalition is to serve as a "clearing house" for policy or position statements developed by any one of the organizations.
4. Consensus on a position reached by the Coalition will be communicated to the governing boards of the three organizations.
5. When consensus cannot be reached, each organization will have the latitude to explore its own alternative position(s) with policy makers, designating such as its own point of view and presenting both the rationale and the reasons for differences. Such alternative positions are to be shared with other professional organizations through the Coalition.

In 1979, members of the Coalition developed a statement regarding vocational home economics education. The purpose of this statement was to serve as a baseline for the analysis of future positions.

The following segment from the Coalition Statement which was accepted by the governing boards from all three organizations, illustrates the melding of a philosophical base for Consumer and Homemaking Education:

Scope and Definition of
Vocational Home Economics Education

Vocational home economics education prepares males and females for (a) the occupation of homemaking and (b) for paid employment in home economics occupations. For the purpose of this paper, vocational homemaking education has been used as a generic term for programs now designated in legislation as "consumer and homemaking." Vocational home economics education is used as a more general term to include both wage earning and homemaking programs and to describe professional educators.

The occupation of homemaking requires knowledge and skills that are interrelated and necessary for optimum quality of life for individuals and families. Values, management, and interpersonal relationships are major concepts that unify the content of the subject matter areas: child and family development, clothing and textiles, foods and nutrition, consumer education and resource management, and housing. The essential skills of homemaking include (1) providing for personal and family development at the various stages of the life cycle and for establishing

satisfying personal and family relationships, (2) caring for and nurturing children, (3) providing nutritious food for self and family members, (4) selecting and maintaining housing and living environments for self and others, (5) providing and caring for personal and family clothing, (6) and managing financial and other resources. There are additional skills which some consider to be home economics content, but if such skills are not essential for the occupation of homemaking, they should not be included in vocational homemaking education.

Home Economics occupations for paid employment utilized knowledge and skills related to the above subject matter areas. The same concepts and applications basic to preparation for the occupation of homemaking are basic to the home economics occupations classified as paid employment. For example the same basic principles are taught in foods and nutrition for the homemaker as for the food service worker; the same clothing principles can be used by the homemaker that are used in the apparel industry; the same human development, care, and guidance principles apply in child care services and the care services of the elderly and handicapped as in caring for one's own family. The difference lies in the setting, the instructional objectives, the level of competency and responsibility required, and the scope of operation. This overlap remains a strength and a link between preparation programs for paid employment and for the occupation of homemaking.

Funding and Structure for Vocational Home Economics

Recognition of the relationship of well ordered, quality home and family life to productive, satisfying work life is implicit, if not explicit, in the history of vocational education legislation. From the earliest legislation to support vocational education to the present, the Congress of the United States has included funding for home economics education. The funding for the occupation of homemaking implies acknowledgement of the fundamental importance of the role of family life and the functioning of households to economic, social, and political well-being of our nation.

From the Smith Hughes Act of 1917, to the Vocational Act of 1963 and subsequent amendment of '68, '72, '76, the legislation has evolved from a focus upon developing manpower to meet the needs of industrial and corporate society to emphasizing the human needs of persons, including the need for occupational competence. Many factors during that 60-year period affected the legislative priorities: a major depression; wars; dramatic technological changes; changes both in numbers and age proportions of the population; increased standard of living and economic security; increased numbers of persons in school and increased level of education for the population as a whole; social and governmental action to assure full and equal rights of opportunity under the law to all persons regardless of age, sex, race or religion; and a phenomenal increase in the proportion of women entering the work force. A pervasive trend throughout this period has been the government role as intervenor to enhance the human condition. Sixty years of vocational education legislation reflects this trend.

Current Needs

The federal support for vocational home economics education is needed more than ever to meet the stated and implicit goals of government and education. Although the dollar amounts funded have increased since 1963, they have not kept pace with inflation, and funding never has reached authorization levels in spite of heightened sensitivity to serious problems related to family and household functions. Homemaking functions are increasingly cognitive and complex and not likely to be learned in the contemporary home and family setting without some intervention. Boulding (1972), an economist, said that one of the greatest weaknesses in our social structure is the household decision maker's lack of skill. In traditional homes the skills were passed down from one generation to the next, but not so today. He recommends a high priority for household education.

> If we had any adequate sense of the priorities of our society, it seems to me that we would put ten times as much of both research and education into the area of household as we do now. (Boulding, 1972, p. 119)

With approximately one-half of all adult women in the work force, there is an unprecendented need for education of both men and women to assist them in sharing child-rearing and other family responsibilities. Now is the time for full support for vocational home economics education.

In the Federal Government there is much interest in funding to ameliorate acute family-related social problems. However, efforts tend to be fragmented and to over look established programs and delivery systems such as the secondary and post-secondary schools. The established systems can address emerging problems effectively and at less cost in time and dollars than development of a new bureaucracy.

Home economics educators urge three governmental actions: (1) full funding to the extent authorized by law for education in the occupation of homemaking, (2) continuation of categorical funding or other legislative assurance of education for the occupation of homemaking, and (3) strengthening of the established delivery system.

Boulding, Kenneth E. "The Household as Achilles Heel." Journal of Consumer Affairs, Winter, 1972, pp. 110-119.

Members of the Coalition recognize the difficult issues which Congress faces currently in attempting to reduce inflation and cut expenditures. Yet failure to support Consumer and Homemaking Education will have the effect of heightening rather than reducing economic problems of families and individuals. In addition, consumer and homemaking education can address numerous economic and societal problems. Inflation has made a dual income necessary for most families. This change makes it even more necessary to prepare males and females for the occupation of homemaking.

No subject area is more important in Consumer and Homemaking Education than consumer education. In a state-wide study funded by the Texas Education Agency 1980-1981, a comparison of current and former students in Consumer and Homemaking Education was made concerning their perception of the usefulness of consumer education concepts was made. It was found that former students of a period of ten years perceived consumer education concepts to be significantly more useful than current students in the majority of the subject areas of home economics. This suggests that consumer education should be made more applicable to students' lives at the time they take the course.

Both current and former students perceived that consumer education concepts in home economics subject areas were more useful than consumer education concepts

taught in the specialized course of consumer education alone. A similar finding showed that students who had taken a larger number of Consumer and Homemaking Education courses perceived the consumer education concepts more useful than those who had taken only one Consumer and Homemaking Education course.

In May, 1981, members of the Coalition met with Executive Directors of the professional organizations, Dean Griffin, Kinsey Green, Cathy Leisher, to develop legislative specification for the 1982 authorization bill. Bertha King, Program Specialist for Vocational Home Economics Education in the U.S. Department of Education participated also. The specifications which follow were approved by the governing bodies of the three professional organizations:

PROPOSED SPECIFICATIONS FOR REAUTHORIZATION OF CONSUMER AND HOMEMAKING WITHIN VOCATIONAL EDUCATION*

CONSUMER AND HOMEMAKING EDUCATION SHOULD REMAIN IDENTIFIED CLEARLY AS A CATEGORY IN ANY PROPOSED REAUTHORIZATION FOR VOCATIONAL EDUCATION. SUCH A SUBPART SHOULD INCLUDE THE FOLLOWING:

PURPOSE:
New legislation should provide formula grants to states which shall be used to extend, expand and improve Consumer and Homemaking Education in light of successful practices, assessed needs of the population and changing needs of the occupation of homemaking. Such programs prepare males and females for the occupation of homemaking at all educational levels, focusing on preventive education and addressing societal and economic national concerns.

NEEDS IN FUNDING:
Funds to be appropriated for this subpart shall be: for FY 83 - 80M; FY 84 - 80M; FY 85 - 85M; FY 86 - 90M; FY 87 - 95M. These funds shall be distributed according to criteria for this subpart only as set forth in the state plan.

ELIGIBLE ACTIVITIES:
Funds shall be used solely for Consumer and Homemaking Education (1) instructional programs including but not limited to foods and nutrition, consumer education, family living and parenthood education, child development and guidance, housing, home management (including resource management), and clothing and textiles, and (2) support services including but not limited to improvement, research, program evaluation, development of instructional materials, exemplary and demonstration projects, provision of equipment, teacher supervision, and state administration and leadership for programs including student organization activities.

PLANNING PROCESS:
Plans for this subpart shall reflect needs for Consumer and Homemaking Education within the state as presented by home economics program leadership and shall be an integral part of the state planning process.

ADMINSTRATIVE PROCESS:
This subpart should be administered at the state level by adequate and qualified personnel. Achievement of the purposes of this subpart is dependent upon competent state leadership. Programatic leadership requires staffing by program specialists qualified by experience and preparation in home economics education.

It is also recommended that the legislation encourage the Assistant Secretary for Vocational and Adult Education to provide states with adequate qualified program leadership in formulating workable plans for achieving legislative intent.

SPECIAL CONSIDERATION:
Priorities within Consumer and Homemaking Education should include, but not be limited to instruction attending to societal concerns about:

- energy use in the home
- family economics and consumer behavior
- nutritional status
- parenthood
- family violence
- aged family members

These priorities should be reflected in school programs for students with varying abilities as well as outreach programs for special populations such as but not limited to the aged, school-age parents, single parents and persons in correctional institutions.

CONCLUSION

The Coalition for Professional Organizations Concerned with Vocational Home Economics Education has established a solid philosophical base. We believe that all persons should have the opportunity to participate in educational programs which prepare them for the roles of homemaking. Consumer and Homemaking Education in PL 94-482, Sub-part 5, has the capability of being a vehicle to address current social and economic problems of youth and adults. This program can upgrade family life to improve employability and productivity. Further, Consumer and Homemaking Education can help individuals manage family resources, paychecks, energy, and to meet increasingly complex economic needs. We believe that federal support is required in this area to enable educators to expand and improve programs which will address and help solve some of the nations most serious social and economic problems.

Again, we appreciate your excellent support and your confidence in Consumer and Homemaking Education.

Mr. ERDAHL [presiding]. Thank you very much, Ms. Bell. Chairman Perkins had to leave the room briefly to respond to a telephone call, but I think we will proceed with the witnesses and with the panel for the record.

The next witness is Dr. Patricia Brenner, the staff associate and economist for the National Commission for Employment Policy. Ms. Brenner, please proceed.

STATEMENT OF PATRICIA BRENNER, STAFF ASSOCIATE AND ECOMOMIST, NATIONAL COMMISSION FOR EMPLOYMENT POLICY

Dr. BRENNER. Members of the subcommittee, thank you for inviting me to discuss Commission findings that are relevant to the treatment of consumer and homemaking education in the Vocational Education Act.

Accompanying me today is Dr. Ralph Smith, the Deputy Director of the Commission.

Our director, Daniel Saks, regrets that he could not be here today because he had an out-of-town commitment, and final arrangements for the hearings had to be made on very short notice. Dr. Saks would be pleased to testify later on Commission recommendations concerning the whole of the Vocational Education Act.

Although the Commission has not conducted a separate study of consumer and homemaking, there are two topics on which the commission has done extensive work that have implications for Federal policy concerning consumer and homemaking education. Two of the reports that we have issued on these topics are "Increasing the Earnings of Disadvantaged Women," which was published in January of this year, and "The Federal Role in Vocational Education," published just this past September.

In December 1980, the Commission approved a set of recommendations on how the Federal government could assist disadvantaged women to improve their economic status by strengthening vocational education and employment and training programs. And I am submitting those recommendations with my written testimony. Ten of those recommendations were addressed to vocational education, and one was addressed to consumer and homemaking programs. Specifically, the Commission recommended that:

> Separate funding in the Vocational Education Act for the consumer and homemaking programs should be removed. These programs should compete for funds out of each State's basic grant.

The rest of my remarks will explain the reasons for that recommendation.

There are two things I would like to try to make clear at the outset. The first is that our comments are not addressed to the question of whether consumer and homemaking programs are a good thing. I assume that if State and local governments and taxpayers want to provide these programs and students want to take them, they must be doing something useful.

The question is, first, whether the Federal government should be promoting these programs; and second, whether the Vocational Education Act should mandate in a separate subpart—that has amounted to $40 million annually recently—to mandate that that

amount must be spent by the States on this particular kind of vocational education program. As you know, of the seven major program areas in vocational education, only consumer and homemaking receive such treatment.

The second thing I would like to try to make clear, since I know that my testimony is rather different from that that you were hearing yesterday, is that I am sure that there are many examples of excellent consumer and homemaking programs. But I think the question the members of this subcommittee have to sort out is whether the majority of the programs are contibuting to something you think is in the national interest and that is not being taken care of at the State and local level.

We are concerned that consumer and homemaking education, compared to other courses that students might take, does not contribute to students' long-run earnings prospects. And we think that contributing to employability of that group of students who has not gone to college is a social concern of the Vocational Education Act.

Now, I would like to outline quickly our reasons for recommending that consumer and homemaking education not receive separate funding in the Vocational Education Act, and then go back and try to fill in that outline with a few more details.

Most women can now expect to spend a significant proportion of their lives in the labor force, whether they anticipate that they will or not. Second, a large and growing proportion of the poor are in families supported by women. The incidence of poverty among minority women and their families is especially high.

One of the reasons for poverty among female-headed families is low earnings. And heads of female families share that characteristic with other women, that is their earnings are consistently below those of men.

Combining this with the evidence that I will develop that taking consumer and homemaking education courses, compared with taking other courses, reduces students' earnings below what they might otherwise have earned results in our concern for having a separate mandate in the legislation for consumer and homemaking education.

Finally, while we don't expect State and local governments to evaluate their consumer and homemaking education programs on the basis of employability, and while the Vocational Education Act specifically excludes consumer and homemaking education from the evaluation criteria of placement and employer satisfaction with students, we question whether in the same legislation whose central purpose is to promote employability for that group of students that does not choose to go on to college, that consumer homemaking education should be a mandated and separately funded activity.

Let me go back and try to fill that in just a bit.

During 1980, the commission devoted a large part of its resources to examining the ways that education and employment and training programs might be encouraged to help improve the economic situation of disadvantaged women.

As I have mentioned, our concern arose from several observations about the status of women in the United States. A large and growing proportion of the poor are women in families supported by

women, women and children in families supported by women. The earnings of women remain considerably below those of men.

Another feature that we felt was important was that occupational segregation by sex is an important factor in accounting for women's lower earnings.

Finally, we felt that this was one area where the Federal Government might have some impact because it was involved in vocational education and in CETA and the provision of employment and training programs. So that we felt that education and employment and training programs could be used to help prepare disadvantaged women for better paying occupations.

The considerable amount of poverty in families supported by women is due in part to the absence of another potential earner and to the difficulty that many of these women in working outside of the home, especially on a full-time schedule. But as I have said, these women share with other women the problem of low earnings relative to those of men.

I want to highlight again the fact that the incidence of poverty among minority women and their families is especially high. In 1978, 52 percent of black families and 53 percent of the Hispanic families with a female householder were poor, compared with 24 percent of white families.

In our study of the ways that the Federal Government might improve the economic circumstances of poor women, we concentrated on strategies to increase their earnings. I think there are other strategies that can be used, but expertise was in the field of employment and training policy. So that is where we concentrated our efforts.

Although many women who head households are out of the labor force and dependent on welfare, an increasing percentage of those with children are in the labor force, 66 percent in 1979 compared with 59 percent in 1970, and rely on labor market earnings for their family income.

We believe that preparation for jobs with higher earnings can be used to prevent poverty, as well as helping people to move out of poverty. Again, this approach we think is of particular importance women who are the main support of their families and to minority women, since they are much more likely than others to be poor.

Why do women earn less than men of the same age and educational attainment, and why is there so little earnings growth for women as they age? We realize that there are many factors that lead to this result, some involving the characteristics of the women themselves, and others involving employer behavior. But it is clear that no matter what the cause is, the pattern of occupational segregation of the sexes is an important factor in producing and maintaining the wage differential.

As you know, one-third of all female workers in 1978 were in clerical occupations, another fifth were in service occupations. And it is very easy to document this situation where there are certain set of jobs that are mostly occupied by men and relatively high paying, and the set of jobs that are mostly occupied by women and are relatively low paying.

We realize and it is clear that the determinants of occupational stereotyping include many home, family and community influence

that surely have as much or more influence on occupational choice as the school system. But we also found that the schools do help establish the occupational qualifications and aspirations of women, and therefore affect their later earnings.

Again, because we were especially concerned with the economic problems of disadvantaged women, we directed our attention particularly toward that group of women who do not go on to college. These individuals are especially likely to take vocational courses.

In 1978, just over half of the approximately 17 million enrollees in vocational education in high schools and postsecondary and adult education were women. About 46 percent of those in programs in paid employment were women. Women enroll disproportionately in programs not intended as preparation for paid employment. In particular, fully 35 percent of all women in vocational education in 1978 were in the consumer and homemaking program.

I should point out that within vocational education programs for paid employment, there is extensive segregation by sex. Females constitute at least 75 percent of the enrollment in health, occupational home economics and office programs; and males constitute over 75 percent of the enrollment in agriculture, technical and trades and industry programs. Only in the distributive education or retail sales field is there approximate equality in terms of sexual representation.

In our study of the Federal interest in vocational education, looking at the Vocational Education Act overall, we looked both to the provisions of the Vocational Education Act and to economic analysis for appropriate evaluation criteria for determining whether the Federal interest in vocational education has been served. We wanted to know whether it is appropriate for vocational education to be the recipient of the largest contribution of Federal funds to the secondary education program system.

As you know, in the United States there has been a long tradition that basic schooling, including secondary vocational education, is provided primarily by the local education system and funded primarily from State and local sources of revenue. The Vocational Education Act recognizes the State prerogative here in the "Declaration of Purpose," which emphasizes that the purpose is to "assist the States" in providing vocational education.

With the exception of Federal aid to vocational education, until 1965, Federal involvement in elementary and secondary education was almost nonexistent. And except for vocational education, most of the Federal involvement has been directed toward equity considerations, or redressing the educational disadvantages experienced by minority and poor youth.

The major economic arguments for the Federal involvement in vocational education in recent years seem to have arisen from a desire to help assure adequate supplies of skilled labor, again especially for that group of students who do not choose to go on to college; a desire to help disadvantaged students overcome barriers to employment; and, finally, a recognition that it is appropriate in this field as in others for the Federal Government to support research, program improvement, and demonstration programs that might be too expensive for a State or local program to undertake alone.

We think that all of these arguments for Federal involvement in vocational education are based on the premise that vocational education contributes to the labor market success of students.

Our study of vocational education included contracted research on the labor market effects of vocational education by Robert Meyer of the Urban Institute. Because Mr. Meyer is here today to testify, I will only give you a very brief summary of the results that we felt were most important for consumer and homemaking, and I am sure that he will present his findings in more detail and give you more of the framework of his analysis.

I should say that the data base for his work was "National Longitudinal Survey of the High School Class of 1974." That is a nationally representative sample of over 22,000 high school graduates, in over 1,000 high schools in the United States, that graduated in 1972.

Meyer looked at outcomes for these students in reinterviews for seven consecutive years up through 1979, which is a period for which we have reinterview data from this group of students.

For women, three types of vocational education were distinguished: commercial, technical, and home economics. Separate results were presented for blacks, whites, and Hispanics. Meyer found that for all racial groups of women, separately and combined, home economics coursework had a negative effect on discounted income for all groups, compared to what they would have experienced if they had taken other courses that were available to them, other academic courses or other vocational courses.

There was a significant negative effect on wages for those in the labor force.

Surprisingly, Meyer found that those who took more home economics courses did not work significantly fewer weeks during the year. And I say surprisingly because I think ahead of time one would have said, "Sure, these women will earn less because that is the group of women who don't particularly expect to pursue careers. They are more interested perhaps in being homemakers, and so they deliberately took home economics courses partly because of that intention."

But what I am suggesting is the results do not seem to show that these women do work significantly fewer weeks during the year. The reason they have lower income is that their wages are lower and not primarily from a lower participation rate in the labor force.

So, again, I think this is interesting in that it emphasizes the point that whether they expect to or not, most women are going to end up spending a significant proportion of their lives in the labor force.

Now proponents of consumer and home economics education do not argue, for the most part, that taking such courses is likely to raise individuals' income. They emphasize other goals. However, we think students should be aware that taking home economics courses may not simply be neutral with respect to earnings but could reduce their lifetime earnings. We question whether the Federal Government should mandate that all States apportion a part of their vocational education funds to consumer and homemaking programs.

While women make up about 80 percent of the enrollment in consumer and homemaking courses, these courses are especially likely to be taken by black and Hispanic women. Over 30 percent of the enrollments in consumer and homemaking courses are accounted for by minority women, while these women account for about 20 percent of all women ages 15 through 34.

Subpart 5 of the Vocational Education Act directs that one-third of Federal funds for consumer and home economics grants to each State are to be directed toward economically depressed areas or toward areas with high rates of unemployment. Because these are areas with relatively high proportions of black, Hispanic, and economically disadvantaged individuals, it is likely that Federal funds contribute to attracting these groups to take consumer and home economics courses.

Considering that these students might be taking other courses that are more likely to contribute to later earnings and to keep them out of poverty, we question whether it is appropriate Federal policy to promote consumer and home economics courses for disadvantaged individuals.

In conclusion, we believe that the Vocational Education Act is properly focused on the Federal interest in increasing the productivity of the labor force, and especially the productivity and earnings of disadvantaged individuals. The presence of consumer and homemaking education as a mandated subpart in the legislation is inconsistent with the strategy that focuses on employment goals. It is also inconsistent with allowing States and localities flexibility to allocate funds to those program areas which most urgently require additional funds.

To the extent that the Federal contribution to consumer and home economics programs helps further social goals not directly related to employability, such as the maintenance of the family, the staff suggests that the program should compete with other activities that promote such social goals and not be included in the legislation primarily directed toward employment goals.

Finally, there is no doubt that there are many excellent consumer and home economics programs, or that these programs are valuable for many students. We believe, however, in an economic climate such as the one we are experiencing now where virtually all education faces constraints, that consumer and home economics programs ought to be able to compete for funds on the same basis as other vocational education programs at the State and local level.

[The prepared statement of Patricia Brenner follows:]

PREPARED STATEMENT OF PATRICIA D. BRENNER, STAFF ASSOCIATE, NATIONAL COMMISSION FOR EMPLOYMENT POLICY

Mr. Chairman, Members of the Subcommittee:

Thank you for inviting me to discuss Commission findings that are relevant to the treatment of consumer and homemaking education in the Vocational Education Act. With me today is the Deputy Director of the Commission, Dr. Ralph Smith. Our Director, Daniel Saks, regrets that he could not be here today because he had an out-of-town commitment, and final arrangements for the hearings had to be made on very short notice. Dr. Saks would be pleased to testify later on Commission recommendations concerning the whole of the Vocational Education Act.

Although the Commission has not conducted a separate study of consumer and homemaking education, there are two topics on which the Commission has done extensive work that have implications for Federal policy concerning consumer and homemaking education. Two of the reports that we have issued on these topics are Increasing the Earnings of Disadvantaged Women (January 1981), and The Federal Role in Vocational Education (September 1981).

In December 1980, the Commission approved a set of recommendations on how the Federal Government could assist disadvantaged women to improve their economic status by strengthening vocational education and employment and training programs. Ten of those recommendations were addressed to vocational education, and one was addressed to consumer and homemaking programs. Specifically, the Commission recommended that:

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> "Separate funding in the Vocational Education Act for the Consumer and Homemaking Programs should be removed. These programs should compete for funds out of each State's basic grant."

The rest of my remarks will explain the reasons for that recommendation.

Currently, consumer and homemaking programs are the only specific vocational programs that have mandated funding in the Vocational Education Act. This funding has amounted to over $40 million annually in recent years. Evidence does not suggest that the program contributes to the long-run employability or self-sufficiency of participants and may be harmful to later earnings. Selection of consumer and homemaking programs may preclude an individual from taking other courses that contribute more to employability. This is an important consideration since most women can now expect to spend a significant proportion of their lives in the labor market. The increasing participation of women in the labor force has continued to exceed expectations and is projected to reach a rate of 75 percent for those age 25 to 54 by 1990.

During 1980, the Commission devoted a large part of its resources to examining the ways that education and employment and training programs might be encouraged to help improve the economic situation of disadvantaged women. Our concern arose from several observations about the status of women in the United States: (1) a large and growing proportion of the poor are women or are in families supported by women; (2) the earnings of women remain considerably below those of men; (3) occupational segregation by sex is an important factor in

accounting for women's lower earnings; and (4) education and employment and training programs can help to prepare disadvantaged women for better paying occupations.

In 1978, among persons who were in the age groups most likely to be working (ages 18-64), 63 percent of the poor were female. The higher incidence of poverty among women primarily reflects the considerable amount of poverty in families without a husband present: one-seventh of all families in the U.S. are supported by women, yet these families account for one-half of all poor families. Virtually all of the growth in the number of poor families during the past decade can be accounted for by growth in poor families without husbands.

The considerable amount of poverty among families supported by women is due, in part, to the absence of another potential earner and to the difficulty that many of these women have in working outside the home, especially on a full-time schedule. But these women share with other women a more basic problem: when they do work outside the home, their earnings are likely to be low relative to the earnings of men with similar levels of education.

The incidence of poverty among minority women and their families is especially high. For example, in 1978, 52 percent of black families and 53 percent of the Hispanic families with a female householder were poor, compared with 24 percent of the white families. Exacerbating the problem is the much higher

percentage of minority families without husbands present: 40 percent of black families, 20 percent of Hispanic families, and 12 percent of white families were supported by women.

In our study of the ways that the Federal Government might improve the economic circumstances of poor women, we concentrated on strategies to increase their earnings. Although many women who head households are out of the labor force and dependent on welfare, an increasing percentage of those with children are in the labor force (66 percent in 1979 compared with 59 percent in 1970) and rely on labor market earnings for their family income. We believe that preparation for jobs with higher earnings can be used to prevent poverty, as well as helping people to move out of poverty. This approach is of particular importance to women who are the main support of their families and to minority women, since these women and their families are much more likely than others to be poor.

Why do women earn less than men of the same age and educational attainment and why is there so little earnings growth for women as they age? The answers involve many factors, some concerning the characteristics and behavior of the female workers, themselves, and others involving employer behavior. On the supply side, for example, women on average have less work experience than men and this difference increases with age. On the demand side, some employers may prefer men for certain jobs and women for other jobs; the jobs for which they will hire women may pay less and may provide fewer opportunities for advancement.

Clearly, supply and demand factors interact with one another. Women may not prepare for jobs for which they believe employers will not hire women; employers may not hire women for jobs for which they believe women are not prepared. But it is clear that, no matter what the causes, the pattern of occupational segregation of the sexes is an important factor in producing and maintaining the wage differential. One-third of all female workers in 1978 were in clerical occupations. Another fifth were in service occupations. Very few (less than 2 percent) were in craft and related jobs.

Our study of the determinants of occupational stereotyping found that home, family and community have as much or more influence on occupational choice as the school system. But we also found that the schools do help establish the occupational qualifications and aspirations of women, and therefore affect their later earnings.

Because we were especially concerned with the economic problems of disadvantaged women, we directed our attention particularly toward that group of women who do not go on to college. Such individuals are especially likely to take vocational courses. In 1978, just over half of the approximately 17 million enrollees in vocational education in high schools, in postsecondary and adult education were women. Table 1 lists the different programs and their enrollment. About 46 percent of those in programs in paid employment were women. Women enroll disproportionately in programs not intended

Table 1. Enrollment in Vocational Education by Program For Program Year 1978, and Percentage Female by Program 1978[a]

Programs	Total	Female	Percent Female 1978
Grand Total (Unduplicated)	16,704,926	8,419,428	50.4
For Employment	10,429,827	4,766,802	45.7
Agriculture	1,006,542	173,824	17.3
Distribution	962,009	495,738	51.5
Health	758,808	591,764	78.0
Occupational Home Ec	459,590	378,965	82.4
Office	3,312,475	2,506,368	75.6
Technical	527,681	93,001	17.6
Trades and Industry	3,402,722	527,142	15.4
Consumer and Homemaking	3,659,441	2,946,101	80.2
Special Programs	3,509,351	1,139,720	32.5
Guidance	1,508,189	702,036	46.5
Remedial	101,904	45,844	45.0
Industrial Arts	1,492,790	256,611	17.2
Other ME.C.	406,468	135,229	33.3

SOURCE: U.S., Commissioner of Education, Status of Vocational Education in FY 1978, A Report to the Congress by the U.S. Commission of Education, (n.d.); U.S., Department of Health, Education, and Welfare, Office of Education, Bureau of Occupational and Adult Education,and Technical Education, Summary Data, Vocational Education, Program Year 1978 Washington, D.C.: U.S. Department of Health, Education and Welfare.

as preparation for paid employment. In particular, fully 35 percent of all women in vocational education in 1978 were in the consumer and homemaking program.

Further, the table shows that within vocational education programs for paid employment there is extensive segregation by sex. Females constitute at least 75 percent of the enrollment in health, occupational home economics and office programs, and males constitute over 75 percent of the enrollment in agriculture, technical and trades and industry programs.

In our study of the Federal interest in vocational education, we looked both to the provisions of the Vocational Education Act and to economic analysis for appropriate evaluation criteria for determining whether the Federal interest in vocational education has been served. We wanted to know whether it is appropriate for vocational education to be the recipient of the largest contribution of Federal funds to the secondary education system.

In the United States there has been a long tradition that basic schooling--including secondary vocational education--is provided primarily by the local education system and funded primarily from State and local sources of revenue. The Vocational Education Act recognizes the State prerogative in the "Declaration of Purpose," which emphasizes that the purpose is to "assist the states" in providing vocational education.

With the exception of Federal aid to vocational education, until 1965 Federal involvement in elementary and secondary education was almost non-existent. And except for vocational

education, most of the Federal involvement has been directed toward equity considerations, or redressing the educational disadvantages experienced by minority and poor youth.

The major economic arguments for the Federal involvement in vocational education in recent years seem to have arisen from: a desire to assure adequate supplies of skilled labor; a desire to help disadvantaged individuals overcome barriers to employment; and a recognition that it is appropriate for the Federal Government to support research, program improvement and demonstration programs in vocational education that may be too expensive for a State or local program to undertake alone. All of these arguments for Federal involvement in vocational education are based on the premise that vocational education contributes to the labor market success of students.

The Commission's study of vocational education included contracted research on the labor market effects of vocational education by Robert Meyer of the Urban Institute. Because Mr. Meyer is also testifying today and will give you a fuller account of his work, I will only summarize briefly here the findings that are relevant to consumer and home economics education. I should emphasize again that the study was not primarily a study of consumer and home economics and that only a small portion of the results address the labor market effects on women of taking home economics courses.

Meyer's framework for analyzing the labor market effects of taking vocational education uses the percentage of a student's courses that were vocational as one of the variables that

affected individuals' wages, hours, and employment for eight consecutive years following high school graduation. The data base used in the study is the National Longitudinal Survey of the High School Class of 1972, a nationally representative sample of over 22,000 high school graduates in over 1000 high schools. Meyer compared outcomes for students who did not later attend college, since it is expected that vocational education generally trains individuals for employment that does not require a college degree. Other variables used in the equations to explain earnings included individual ability, class rank, parents' income, marital status, number of dependents, and area wages and unemployment.

For women, three different types of vocational education were distinguished: commercial, technical, and home economics. Separate results were presented for blacks, whites and Hispanics. Meyer found that for all racial groups of women separately and combined, home economics coursework had a negative effect on discounted income for all groups. There was a significant negative effect on wages for those in the labor force. Surprisingly, Meyer found that those who took more home economics courses did not work significantly fewer weeks during the year. Hence, most of their lower income came from lower earnings and not from a lower participation rate in the labor force.

Proponents of consumer and home economics education do not argue that taking such courses is likely to raise individuals' income. They stress other goals. However, students should be

aware that taking home economics courses may not simply be neutral with respect to earnings but could reduce their lifetime earnings. We question whether the Federal Government should mandate that all States apportion a part of their vocational education funds to consumer and homemaking programs.

While women make up about 80 percent of the enrollment in consumer and homemaking courses, these courses are especially likely to be taken by black and Hispanic women. Over 30 percent of the enrollments in consumer and homemaking courses are accounted for by minority women, while these women account for only about 20 percent of all women ages 14 to 34. Subpart 5 of the Vocational Education Act directs that one-third of Federal funds for consumer and home economics grants to each State are to be directed toward economically depressed areas or toward areas with high rates of unemployment. Because these are areas with relatively high proportions of black, Hispanic and economically disadvantaged individuals, it is likely that Federal funds contribute to attracting these groups to take consumer and home economics courses. Considering that these students might be taking other courses that are more likely to contribute to later earnings, we question whether it is appropriate Federal policy to promote consumer and home economics courses for disadvantaged individuals.

It is probably true that women who select consumer and homemaking courses are those who are less likely to aspire to careers or to persistent attachment to the labor force. Nevertheless, these aspirations may change. Large changes, for

example, have occurred recently in the work and education aspirations of young women, as shown in the 1979 Longitudinal Study of Young Americans.

> In the 1979 NLS, only a fourth of 14-22 year old females in the survey reported that they wanted to be exclusively homemakers at age 35 compared to more than three-fifths of female respondents the same age in 1968. Conversely, only one of eight young women in 1968 expected to be working at age 35 and employed in a professional, technical or managerial occupation. More than two of five had such expectations in 1979.[1]

Given such changes in aspirations, and the increasing incidence of female-headed families, we think that girls in high school would be well-advised to select courses assuming that they are likely to spend at least some time in the labor force.

Conclusions

We believe that the Vocational Education Act is properly focused on the Federal interest in increasing the productivity of the labor force and especially the productivity and earnings of disadvantaged individuals. The presence of consumer and homemaking education as a mandated subpart in the legislation is inconsistent with a strategy that focuses on employment goals. It is also inconsistent with allowing States and localities the flexibility to allocate funds to those program areas which most urgently require additional funds.

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1. Michael E. Borus et al., Pathways to the Future: A Longitudinal Study of Young Americans, Preliminary Report: Youth and the Labor Market - 1979, paper prepared for U.S. Department of Labor, Youth Knowledge Development Report (Columbus: Ohio State University, Center for Human Resource Research, 1980), p. v.

To the extent that the Federal contribution to consumer and home economics programs helps further social goals not directly related to employability, such as the maintenance of the family, the staff suggests that the program should compete with other activities that promote social goals and not be included in legislation primarily directed toward employment goals.

Finally, there is no doubt that there are many excellent consumer and home economics programs, or that these programs are valuable for many students. We believe, however, (in an economic climate as now where virtually all education programs face constraints) that consumer and home economics programs ought to be able to compete for funds on the same basis as other vocational education programs at the State and local levels.

Chairman PERKINS. Thank you very much.

Our next witness is Ida Ballard. Go ahead and identify yourself for the record.

STATEMENT OF IDA G. BALLARD, STATE SUPERVISOR, HOME ECONOMICS EDUCATION, MISSISSIPPI STATE DEPARTMENT OF EDUCATION

Ms. BALLARD. Thank you.

Mr. Chairman and members of the subcommittee, I am Ida Ballard. I am vocational and home economics supervisor in the State of Mississippi.

Here with me today on the panel are Dr. Joan McFadden, vice president, home economics division, American Vocational Association; Mrs. Dorothy Horrell, State supervisor, vocational home economics education, Colorado; Dr. Reba Pittman-Evans, Future Homemakers of America project director——

Chairman PERKINS. Let me interrupt you for just a moment, Mrs. Ballard. I have a message from Congressman Schumer from New York City. He would like to acknowledge Marie Gillespie, who is present here—

Ms. BALLARD. She was my next name.

Chairman PERKINS. All right. She is accompanying you here.

Ms. BALLARD. Right. She is supervisor of home economics, New York City Public Schools.

Chairman PERKINS. He wanted to recognize her also.

Ms. BALLARD. All right.

Chairman PERKINS. Go right ahead.

Ms. BALLARD. Great. That is great. We are glad. You and I are thinking together, Congressman.

We appreciate the opportunity to appear before distinguished Members of the House to discuss the proposed reauthorization of vocational education, including consumer and homemaking.

Mr. Chairman, we have to continue consumer and homemaking education. We want to continue consumer and homemaking education as a separate category under the authorizing legislation for the purpose of preparing males and females at all educational levels for the occupation of homemaking, focusing on preventative education and addressing social, economic, and other national concerns.

As you know, home economics has addressed social, economic, and cultural concerns from the beginning in 1917. Current conditions continue to allow us to adjust our programs year to year. You heard testimony on this yesterday.

America's needs are great during this critical time of inflation. We cannot afford to rely on the patchwork of programs that simply react to family and social ills with remedies and band-aid treatments. Vocational home economics is a program that has been responding to changes, as I said, since 1917 when the Smith-Hughes Act was passed. For 64 years, vocational home economics leaders at the national, State, and local levels have worked to create new programs for many special populations. We have adapted the curriculum to meet millions of people's needs.

Let us just look at some of the statistics. I will not list all that are in the prepared statement that I have, neither will I cover all the points in my prepared statement. The previous witnesses mentioned some of these.

Presently, one out of two marriages ends in divorce.

Children in single-parent families headed by women have a 50-50 chance of living in poverty.

M. J. Bane estimates that between 35 and 46 percent of children who grew up in the 1970's will live with a single-parent family by the time they reach 18 years of age.

Close to 500,000 divorced U.S. fathers are now rearing their children without the help of a wife.

Fifty-one percent of adult women are working at jobs outside the home and, for the first time, working wives outnumber housewives. Over 42 percent of these woman are the sole support of their families. But the average women worker earns 59 percent of what the average man earns.

Four out of ten young women in high school will become heads of families and will be the sole support of themselves and their children.

Toffler in his book, "The Third Wave," stated:

> If we define the nuclear family as a working husband, a housekeeping wife, and two children, and ask how many Americans actually still live in this type of family, the answer is astonishing: 7 percent of the total United States population.

Toffler also mentioned the population explosion of what he referred to as "solos"—people who live alone, outside a family altogether. This has gone from 1.5 to 4.3 million.

Divorce, lack of day care, inflation, and problems of obtaining suitable housing are pushing more young adults to live with middle-aged parents who, generally speaking, have mixed feelings about the whole thing.

Adolescent pregnancy is a serious problem in the United States, which has the highest teenage birth rate among industrialized na-

tions. I have included a number of statistics in regard to teenage pregnancy. I will skip to the one that relates to teenage fathers.

There have been very few studies in recent years on teenage fathers. The one that I have stated in this paper revealed the following about fathers of children born to teenage mothers:

The greatest number were aged 20 to 24.

Fifty percent were from families without fathers.

They are lacking in social maturity, a sense of responsibility, and interested in self gain.

The third leading cause of deaths among Americans is suicide.

A high level of family violence, particularly child and wife abuse, exists today, along with many reported incidents of child neglect.

Abuse of the elderly is an area in need of attention by researchers and educators. We wish to thank Dr. Elizabeth Simpson for the excellent publication entitled, "What People Will Need To Know in the 80's and Beyond—To Be Intelligent Consumers and Effective Homemakers," content for consumer and homemaking education, University of Wisconsin.

This publication contains numerous quotations and other areas that are issues of great concern to the home economics profession.

It has been mentioned in previous testimony the various kinds of enrollments that are in vocational home economics. Marie Gillespie from New York will help me by projecting to you some of the items that we have.

On chart 1, you will notice some of the populations and some of the outreach groups that I will address very briefly due to the limited time we have today. You will notice on the chart that we have reached males. You heard yesterday that we have increased postsecondary and adult enrollments.

The outreach populations which the NIE paper said that we had done a great job on are disadvantaged minorities, school-aged parents, adult living, and innovative adult programs. And we have ongoing programs and ancillary programs. I will cover each one of these points briefly.

The male enrollment has increased, we believe. We still have a long way to go, but we have made tremendous progress since the 1976 amendments were passed.

Without categorical support given to consumer and homemaking as a part of the Federal legislation in the amendment, many of the changes that dramatically affected the content of the programs would not have occurred.

The National Institute of Education study on consumer and homemaking indicated that outreach programs such as the school-age parent, consumer education for disadvantaged, and many other programs were excellent. Without categorical funding, many of these programs simply would not have existed.

One of the programs that was given particular attention was adult living courses. Another that was mentioned are the adult roles and functions courses in West Virginia.

There is reliable evidence that learners' knowledge of certain content areas improved after taking one or more consumer and homemaking classes. Significant improvement in knowledge was reported in the areas of child development, nutrition, family living, and parenting. This is the NIE study.

Many of the special programs developed as a result of categorical funding would either end or be drastically reduced if the Federal dollars were not available to States. The Federal dollars have allowed States to be more responsive to national goals. Federal dollars provide incentives and opportunities. It brings the curriculum up to date, it gets local schools to initiate programs, it encourages the growth of programs for special populations, it helps us continue and sustain programs for adults, it keeps ongoing programs up to date, helps us improve these programs and keep the programs current.

The Federal dollar is crucial in the continued growth of services to serve out-of-school groups. This was validated by the NIE study. Ancillary services, including curriculum development, preservice and inservice teacher education, technical assistance, and State leadership would not be available without the Federal dollars. Local personnel or local teachers possibly would not be able to redirect programs without the leadership and incentives given by the Federal dollars.

Toffler referred in his book to the "rise of the prosumer." We have had a unique change in many of the adult programs in recent years. Millions of people can no longer afford to pay the plumber and other people to help them. In the State of Ohio we have a program called home maintenance. Other States have done programs similar to this in other areas that have helped families to be able to use their consumer dollar wisely by doing things on their own.

Research studies that have been done have shown different tasks that homemakers need to do, and we have directed our curriculum efforts toward this. The vo-tech project is one of those. And in this paper I mention some of the States involved in these projects on redirecting curriculum for the tasks that are critical for homemakers.

Some of the States are Alabama, Kentucky, Florida, Tennessee, South Carolina, Ohio, and Colorado.

The intent of the separate category is to provide funds for a program deemed valuable to all vocational students, but one that does not have as its central focus preparation and training for paid employment.

Categorical funding is visible evidence that you as policymakers understand that homemaking skills are not learned best by chance. Such learning is ineffective, costly, and dangerous.

The next item I would like to mention, as I mentioned earlier, is the homemaking role, or consumer and homemaking role in preparing the students for their role as consumer and their role in the work force.

I have two quotes on this chart that will illustrate some of the types of things that are in this paper. There is not enough time to cover all the points.

The first one says, "One study of disadvantaged students in 128 school districts showed that students who participated in consumer home economics programs scored significantly higher on a test of consumer knowledge than students who have not participated." This is from the NIE study.

Another quote in this paper is from a Georgia employer and this says, "Employees enrolled in the program are more responsible and

have better managerial skills." And this is the postsecondary program in the State of Georgia.

We know that consumer behaviors can be changed and consumer and homemaking programs are educating students for these changes. One of the fathers in a class said this about the consumer education class that his daughter took:

> Thanks to consumer education classes, my daughter was able to help me in the most distressful time of my life. She made all the selections and arrangements for my wife's funeral. The study in consumer education class was great.

We also quote a case in Colorado where a student decided that she had the beginning stages of anorexia nervosa, a dietary disease affecting primarily teenage girls who have an excessive preoccupation with thinness. The doctor was surprised that she sought medical attention, as this is not a common practice in most of these cases. He credits the class with making this student aware of potentially dangerous behavior.

I have cited reports from Michigan, Wisconsin, Illinois, and many other States that have had successful consumer education programs.

Although there is a general acceptance of the importance of the occupation of homemaking, many critics still do not take seriously the contribution that the home and family make to the economic stability of society. Yet, categorical funding for consumer and homemaking education indicates that policymakers do not agree with these critics.

Since homemaking leads all occupations in numbers of workers involved, and is considered by many to be the most important and far reaching of all occupations, contemporary dual role practitioners must have management expertise in combining another job with the role or the occupation of homemaking.

The next chart that I will show you relates to the disadvantaged and minorities. And I have chosen to use pictures on this one.

I would like to start with the story of Burt. Burt is the picture in the center. He is a black male student who chose to return to the public schools in Newton, Miss. Part of the funding to help Burt adapt to the class was funded through the State home economics office in Mississippi. It was the first time that we had encountered the excessive prices of Braille books and other items that were necessary for Burt to learn.

He had the opportunity to choose from parenting and many other classes, but he decided that he wanted to take housing and foods.

I would like to quote—I had the Braille letter, but the post office decided not to deliver it to me. So I would like to give you a quote that I copied over the phone since the letter did not arrive. Burt was very excited that I was going to tell about his case and have his picture on this poster.

He says, "I am a senior at Newton High School, located in Newton, Mississippi. Last year was my first year in public schools since my blindness in 1976. In May of 1980, I decided to enroll in Newton High School." And he tells the courses that he took.

His quote at the end is, "In all, I benefited from this vocational education class. It helped me to adjust to Newton High, thanks to

Mrs. Wagner." Mrs. Lynn Wagner was his home economics teacher.

I could quote many other cases of students who have been third generation welfare families who have gotten out of poverty due to some of the things that they learn. I have included in the appendix of this a case of one such student, and she is now enrolled in college.

You can see if you will read the paper that there are many, many other types of courses listed. I would like to cite one more. A special course in basic living skills was implemented by Warren Central High School. This was a multidisciplinary course. The State home economics office in Mississippi made possible funds for the home economics section of this.

The program was designed to make certain that those students are equipped with basic skills necessary to function in a real world. And in this course, students were taught survival skills, including writing a résumé, applying for a job, preparing a budget, preparing and serving a nutritious meal, reconciling a bank statement, filing an income tax return, and other such items.

The curriculum for most inschool programs, postsecondary, and adult programs takes into account the differing cultural and socioeconomic backgrounds of students whether they are Indian, Spanish American, Asian American, black, Oriental, or any other ethnic group.

I would like to cite one such project, a future homemakers project in CETA. It is in Alabama. The teacher's name is Mrs. Laura Cummings. And the objective of the program is to prepare students to work with both the elderly and preschool at the same day care center. This will be some of the programs that we will be doing in the future.

Frankly, some of us who are getting on in age would not care to think we only had a choice of a nursing home. So we have decided that one of the emphases in the future will be helping to prepare high school students to work with the elderly in a day care setting, either in the individual's home or, if necessary, within a setting maybe at a school or where the preschool children already are.

I have a quote in this paper from a Spanish student who said, "Home economics has helped me more than any other class I have taken to communicate with people and to understand them."

Programs in correctional institutions are available in many States. Kentucky, Louisiana, and West Virginia are mentioned in this paper.

One of the astounding things in West Virginia: A boy who was in industrial school had a tattoo on his arm that said, "Born to Raise Hell and Collect Food Stamps." The tattoo and the attitude it represented were of great concern to the teacher. As the days in the class slipped by, this became a concern to the student also. After a brief trip home, the boy returned to the institution with his tattoo removed. Those who know the pain of removing a tattoo can see that consumer and homemaking programs must have meant something special to that young man in a correctional institution.

The new legislation for consumer and homemaking education should remain indicated clearly as a category. Since Dr. Camille Bell has covered the coalition's statement—I do have that printed

in paper—I will not go over it due to the limited time that we have. But typed in my paper is the coalition's statement, and we are in full agreement that this is what we want in the legislation.

Special consideration should be given to priorities within consumer and homemaking education. It should not be limited to instruction attending to societal concerns about energy use in the home, family economics and consumer behavior, nutrition status, parenthood education, family violence, and aged family members.

As I mentioned, the three professional organizations worked together to come up with this proposal on legislation.

Should consumer and homemaking education be federally funded? Yes, it should. Males are assuming additional homemaking responsibilities, more services are being purchased from commercial agencies, insurance companies, et cetera. There are 38 million women in the United States today that are full-time homemakers.

Attorney Michael Minton, after a 6-year study, indicated the monetary worth of a housewife's work, function by function. This adds up to $785.07 per week, or an annual salary of $40,823.64. Minton found that women holding a full-time job spend just as much time on housework and child care as if they were full-time homemakers.

According to Minton, an average woman spends between 8 and 12 hours a day on household chores. Her husband averages only 36 minutes a day on household chores.

The answer to the question of whether Federal funding should be provided for consumer and homemaking is an unqualified yes. Consumer and homemaking education should be made available to persons who are already homemakers or will be in the very near future.

Mr. Chairman, and members of the committee, we appreciate the time that you have given us to present our case on consumer and homemaking. Thank you.

[Material submitted by Ida Ballard follows:]

PREPARED STATEMENT OF IDA G. BALLARD, SUPERVISOR, VOCATIONAL HOME ECONOMICS EDUCATION, MISSISSIPPI STATE DEPARTMENT OF EDUCATION, VOCATIONAL DIVISION, JACKSON, MISS.

Mr. Chairman and Members of the Subcommittee:

I am Ida Ballard, State Supervisor, Vocational Home Economics Education in Mississippi. Here with me today are Dr. Joan McFadden, Vice President, Home Economics Division, American Vocational Association; Mrs. Dorothy Horrell, State Supervisor, Vocational Home Economics Education, Colorado; Dr. Reba Pittman-Evans, Future Homemakers o America Project Director; Mrs. Marie Gillespie, Supervisor of Home Economics, New York City Public Schools; and Mrs. Yvonne Ferguson, Supervisor, Home Economics Education, West Virginia.

We appreciate the opportunity to appear before distinguished members of the House to discuss the proposed reauthorization of Vocational Education including Consumer and Homemaking Education.

Mr. Chairman, we have to continue to strengthen Consumer and Homemaking Education. We want to continue Consumer and Homemaking Education as a seperate category under the authorizing legislation for the purpose of preparing males and females at all educational levels for the occupation of homemaking, focusing on preventive education and addressing social, economic and other national concerns.

Home Economics has addressed social, economic and cultural concerns from the beginning of Vocational Education in public schools. Current conditions will continue to be the basis for consumer and homemaking program emphasis, but these change almost from year to year. Yet the central core of consumer and homemaking education remains preparation for the occupation of homemaking and the content is adapted to address present conditions.

America's needs are great during this critical time of inflation. We cannot afford to rely on a patch work of programs that simply react to family and social ills with remedies and band-aid treatments. Vocational Home Economics is a program that has been responding to the changing needs

of the American people since 1917 when the Smith-Hughes Act was passed. For sixty-four years, Vocational Home Economics leaders at the national, state and local levels have worked to create new programs for many special populations and to adapt the curriculum to meet the needs of millions of people.

Look at some current statistics:

-- Presently, one out of two marriages ends in divorce (Haskett, Mary Ellen "Divorce Mediation: Road to a Separate Peace," The Capital Times, Madison Wisconsin, P.M. Section, July 9, 1980, pp.39-41.

-- Children in single-parent families headed by women have a fifty-fifty chance of living in poverty (America's Children - A Bicentennial Assessment National Council of Organizations for Children and Youth, Washington, DC 1976)

-- M. J. Bane estimates that between 35 and 46 percent of the children who grew up in the 1970's will live in a single-parent family by the time they reach 18 years of age. ("Marital Disruption and the Lives of Children, Journal of Social Issues, Winter, 1976, pp. 103-117)

-- Close to 500,000 divorced U.S. fathers are now rearing children without the help of a wife. ("Custody: Kramer vs. Kramer," Time, February, 1980, p. 77)

-- According to a May, 1980, report in Newsweek, 51 percent of adult women are working at renumerative jobs. For the first time working wives outnumber housewives. Over 42 percent are the sole support of families. But the average woman worker earns 59 percent of what the average man earns. ("The Superwoman Squeeze," Newsweek, May 19, 1980, pp.72-79)

-- Four out of ten young women now in high school will become heads of families and will be the sole support of themselves and their children. (Teentimes, March/April, 1980)

-- In half of all U.S. marriages, both husband and wife work for pay outside the home. (Teentimes, March/April, 1980)

> If we define the nuclear family as a working husband, a housekeeping wife, and two children, and ask how many Americans actually still live in this type of family, the answer is astonishing: 7 percent of the total United States population.
>
> Even if we broaden our definition to include families in which both spouses work or in which there are fewer or more than two children, we find the vast majority—as many as two thirds to three quarters of the population -living outside the nuclear situation. Moreover, all the evidence suggests that nuclear households (however we choose to define them) are still shrinking in number as other family forms rapidly multiply.
>
> To begin with, we are witnessing a population explosion of "solos"--people who live alone, outside a family altogether. Between 1970 and 1978 the number of persons aged fourteen to thirty-four who lived alone nearly tripled in the United States—rising from 1.5 million to 4.3 million. Today, a fifth of all households in the United States consists of a person living solo. Nor are all these people losers or loners, forced into the solo life. Many deliberately choose it, at least for a time. (Toffler, Alvin, The Third Wave, pp 227-228)

-- Divorce and lack of day care, inflation, and problems of obtaining suitable housing are pushing more young adults to live with middle-aged parents who, generally speaking, have mixed feelings about the whole thing! ("Flying Back to the Nest," Newsweek, April 7, 1980, p. 86)

-- Adolescent pregnancy is a serious problem in the United States, which has the highest teenage birthrate among industralized nations. ("Young Single Mothers Learn Parent Skills," The Wingspread Journal, The Johnson Foundation, Racine, Wisconsin, Spring, 1980)

The following information has been taken from Teenage Pregnancy--An Overview, (Judith O., Family Living Extension, University of Wisconsin-Madison, March, 1980.

-- Teenagers bear nearly one in five babies born in the United States.

-- Two-fifth of births to teenagers are out-of-wedlock and account for half the total out-of-wedlock births in the country.

-- Each year, more than one million teenagers become pregnant.

-- About 85 percent of all teenage mothers keep their babies.

-- Eight out of ten women who become pregnant at 17 or younger never complete high school.

-- Among teenage mothers 15 and younger, 9 out of 10 never complete high school, and 4 out of 10 don't complete eighth grade.

-- Teenage mothers are five times more likely to be unemployed and on welfare than mothers who postpone their childbearing until their twenties.

-- Teenage mothers are more likely to abuse their children than more mature mothers.

-- Children of teenage mothers are more likely to be mentally retarded than are children of more mature mothers. (The Wingspread Journal, The Johnson Foundation, Racine, Wisconsin, Spring, 1980)

-- A study by Pannor, Massarek and Evans revealed the following about the fathers of children born to teenage mothers:

.. The greatest number were aged 20-24.

.. Fifty percent were from families without fathers.

.. They are lacking in social maturity and a sense of responsibility and are interested in self-gain.

(Dannor, R.F., and B. Evans, The Unmarried Father, Springler Publishing Company, New York, 1971)

— The third leading cause of deaths among young Americans is suicide. In 1977, nearly 5,000 Americans under 24 committed suicide; 100,000 attempted it. More girls than boys attempt suicide, but more boys are successful. The common method is lethal drugs. ("Teenage Suicide", Coed Magazine, January, 1980, pp. 52-55)

— A high level of family violence, particularly child and wife abuse, exists today, along with many reported incidents of child neglect.

-- Abuse of elderly is an area in need of attention by researchers and educators. (Simpson, Elizabeth J., What People Will Need To Know In The 80's and Beyond To Be Intelligent Consumers and Effective Homemakers (Content For Consumer and Homemaking Education), University of Wisconsin-Madison, February, 1981, p. 35) Why Consumer and Homemaking Education Should Remain a Separate Subpart Under Authorizing Legislation

"Approximately 20 percent of the enrollment in Consumer and Homemaking Education is male and more than a fourth is concentrated in postsecondary and adult programs, according to the latest data from the National Center for Education Statistics. Students are enrolled in a broad range of programs including consumer education, nutrition, child development and guidance and family relations." The changes in the program from a predominately secondary program for girls preparing for the traditional role of wife and mother have resulted from the responsiveness of the states to categorical funding.

Without the categorical support given to Consumer and Homemaking as a part of federal legislation for vocational education in 1977, many of the changes that dramatically affected the content of the programs would not have occured. (Carr, Audrey and Jewell Dean Ellis, "Categorical Funding: Changing the Focus of Consumer and Homemaking Education", VocEd, Vol. 56, No. 7, October, 1981, p. 42)

The National Institute of Education study of Consumer and Homemaking programs completed as a mandate of Congress indicated that Outreach programs such as for the school age parent, programs in correctional institutions, consumer education programs for the disadvantaged and other special populations were excellent programs. Without categorical funding, many of these programs simply would not have existed in some states. Federal legislation should continue to urge federal dollars for these kinds of outreach programs.

The NIE study mentions some consumer and homemaking programs that are especially responsive to the aims of the act (P.L. 94-485, Subpart 5, Section 150). One program is Adult Living courses. These types of courses are directly related to what young people need to know to live in our present world as well as in the future.

> There is reliable evidence that learners knowledge of certain content areas improved after taking one or more consumer and homemaking classes. Significant improvement in knowledge was reported in the areas of child development, nutrition, family living, and metric measurement and parenting taught in comprehensive homemaking classes." (The Vocational Education Study: The Final Report, U.S. Department of Education, National Institute of Education, September, 1981, Section 6, p. 12.)

Many of the special programs developed as a result of categorical funding would either end or be drastically reduced if the federal dollars were not available to states. The federal dollars have enabled states to be more responsive to national goals. Federal dollars provide incentives and opportunities.

As inflation takes a greater hold, it will be even more important to have the federal dollars to bring curriculum up-to-date and to get local schools to initiate new programs to meet the ever changing needs of our society. Federal dollars have been instrumental in encouraging the growth of programs for special populations. We need federal dollars to continue and sustain programs for adults. The federal dollar is needed to keep on-going programs up-to-date, to improve these programs and to keep the programs current.

The federal dollar is crucial in the continued growth of services to serve out-of-school groups. This was validated by the NIE study. Ancillary services including curriculum development, pre-service and in-service teacher education, technical assistance, and state leadership, would not be available without the federal dollars. Local personnel are unlikely to

redirect programs without the leadership and incentives provided by the federal dollars.

The NIE study pointed out that in those states where federal funds are used for improvement and to redirect existing programs, more things are taking place to direct programs toward the national focus and to up-grade and keep programs current.

Federal support has made it possible for consumer and homemaking programs to expand to serve a broad spectrum of our society including males, postsecondary and adults. Rapidly changing technology will require more and more adults to retrain to keep their skills up-to-date for the workplace. Federal funds will help make it possible for consumer and homemaking to assist individuals to deal with these complex changes.

Those of us who have worked in Vocational Home Economics programs for a number of years have seen a shift in recent years in the types of adult programs requested. These changes will continue as individuals and families assume responsibility for many things presently related to others. Millions of people are now beginning to perform for their families and themselves services that have in the past been performed by doctors, plumbers, carpenters and many others. Alvin Toffler, in his book The Third Wave, refers to this as the "Rise of the Prosumer". Consumer and Homemaking programs have been the forerunner in meeting these new demands. For example, students are now taking a course in Ohio called Home Maintenance. When these students complete this course, they can save their families the price of employing numerous professionals to make necessary home repairs. Alvin Toffler has stated that "In short, whether we look at self-help movements, do-it-yourself trends, or new production technologies, we find the same shift toward a much closer involvement of the consumer in production." (The Third Wave, p. 292).

Categorical funding has made it possible for many states to carry out research on the home and family. Changes in curriculum have resulted after

research studies have shown the tasks that homemakers do. Emphasis has been redirected to critical areas. Examples of states involved in this research are: Alabama, Kentucky, Florida, Tennessee, South Carolina, Ohio and Colorado. This information has been used to revise and up-date programs. "Categorical funding has delineated the points of emphasis for our field to address. It has helped to determine who should be served and what national priorities should be the basis for accountability."

The argument that categorical funding divides and separates consumer and homemaking from other vocational programs has some validity "... but it ignores the fact that the federal role has been to focus on national needs which would otherwise have gone unrecognized or at least unsupported at the state and local levels."

The intent of the separate catagory is to provide funds for a program deemed valuable for all vocational students but one that does not have as its central focus preparation and training for paid employment. This point is made successfully by Cross , Aleene A., Consumer and Homemaking Education: A Position Paper (1980).

"Categorical funding is visible evidence that policymakers understand that homemaking skills are not learned best by chance. Such learning is ineffective, costly and dangerous."

The next item

How the Programs are Adequately Preparing Persons for their Role as Consumers and their Role in the Work Force

"The body of research is small and findings sometimes inconclusive." "Clearly the problem of the effectiveness of C and HE has yet to receive systematic investigation from experienced researchers." However, "one study of disadvantaged students in 128 school districts showed that students who

participated in CHE programs scored significantly higher on a test of consumer knowledge than students who had not." In another study "changes in high school students knowledge of many consumer and homemaking topics showed significant improvement after they had taken the comprehensive non laboratory course called Adult Roles and Functions." (The Vocational Education Study: The Final Report, U.S. Department of Education, National Institute of Education, September, 1981, Section 6,p. 12)

Studies show that family stability influences productivity on the job. Relationships of work and home are interrelated and do not occur in isolation. The dual role of homemaker and wage-earner is important to our national economy. Studies have shown that individuals are better workers when their physical needs are met through nutritious meals, safe and comfortable home surroundings, and the like. They are more employable when the home has emphasized such values as responsibility, honesty, and pride in a job well done. They are more stable when the home has provided a sense of security through affection and mutual trust. The quality of the home foundation can make all the difference with respect to the way family members perform in their various roles--including that of employement. Adult classes focusing on management of resources and homemaking skills needed to meet altered personal needs have been successful but must be expanded. Consumer and Homemaking is the vehicle through which younger students can study positive aspects of growing old and develop skills in which families and societies can respond to older persons needs without increasing their dependency.

Home economics, in the future, can offer classes for adults with special emphasis on the needs of the elderly. How are we going to help them to accept and copy with their consumption needs? "...The tenet that maintaining

independence preserves dignity, self-esteem, and health... It is amazing that millions of elderly men and women tenaciously hold onto independence in their own homes in spite of considerable obstacles.

"It is this ability to remain independent that seems to me the most crucial element in quality of life for the elderly." (Butler, Robert N., "Helping the Elderly," Journal of Home Economics, Fall, 1979, p. 33)

Consumer behaviors can be changed and consumer and homemaking programs are educating students for those changes. The rising cost of food, clothing, housing, transportation, medical care as well as other family needs has made it necessary for consumer and homemaking programs to continue and increase the emphasis on consumer education.

The following comments from students, parents and others help illustrate the preparation of persons for their role as consumers:

-- A black male student from Sumrall, MS: "The course in consumer education should be required with every student in high school. I have learned more in nine weeks than I have learned in any class I have ever taken."

-- A father: "Thanks to consumer education classes, my daughter was able to help me in the most distressful time of my life. She made all the selections and arrangements for my wife's funeral. The study in consumer education class was great."

-- As the result of a personal health analysis conducted in the consumer and homemaking class in Pueblo, Colorado, a student went to the doctor and was diagnosed in the beginning stages of Anorexia Nervosa, a dietary disease affecting primarily teenage girls who have an excessive preoccupation with thinness. The doctor was surprised that she sought medical attention as this is not a common practice in most of these

cases. He credits the class with making her aware of this potentially dangerous behavior.

Michigan Consumer and Homemaking administrators report that their greatest achievements since the 1976 Amendments have been in delivering a more visible, relevant consumer education program.

Wisconsin conducted a "Responsiveness Study: Federal Legislation and Consumer and Homemaking Education in Wisconsin VTAE System". This study showed that in 1978-79 one of the emphasis in consumer and homemaking was on consumer education. They reported that programming, curriculum, and learning activities reflected the needs of the students and were defined through student, community and interagency cooperative efforts to identify needs and design programs to meet the needs. The cooperative efforts resulted in consumer credit classes at the post-secondary level in 10 districts. A Consumer/Family Manager associate degree program was conducted in six districts. Consumer and homemaking education contributed to the growth of students and family members by providing resources and/or referral to other programs and school services. Former students progressed through project activities to become informed consumers and resource managers.

Illinois has conducted innovative adult consumer and homemaking programs for low-income adults (CHEP). These programs were funded in six Illinois counties in the Chicago and East St. Louis area. Program coordinator/teachers have taught consumer management skills. Three thousand low-income families have been served. Seventy-eight percent of the families served represented minority groups with income less than $5,900.

Consumer and homemaking education enables one to come to terms with oneself and the world in which we live. It teaches students to eliminate waste and make comparisons related to goods and services and have consider-

ation for the rights and responsibilities of others. Consumer Education is the common thread that runs through all vocational home economics programs teaching students to solve problems that arise in areas of feeding, clothing, housing the individual and the family, rearing children and maintaining satisfying human relations.

From the very beginning of federal support for vocational education in 1917, homemaking was recognized as a productive part of the economy. "Work in the home continues to be a major factor in determining the strength of the labor market."

> "In recent years, there has been considerable analysis of the relationship between work and family. The connections are clear. The worker's quality of life is an important influence on individual job satisfaction and optimum productivity." (Carr, Audrey and Jewell Dean Ellis, "Categorical Funding: Changing the Focus of Consumer and Homemaking Education", VocEd, Vol. 56, No. 7, October 1981, p. 42)

Consumer and Homemaking Education "teaches skills resulting in increased family stability, improved management of the home and increased ability to handle the dual role of homemaker and wage earner."

> "Although there is general acceptance of the importance of the occupation of homemaking, many critics still do not take seriously the contributions the home and family make to the economic stability of society. Yet categorical funding for consumer and homemaking education indicates that policymakers do not agree with these critics." (Carr, Audrey and Jewell Dean Ellis, "Categorical Funding: Changing the Focus of Consumer and Homemaking Education", VocEd, Vol. 56, No. 7, October 1981, p. 43)

"Employers in Georgia, which has one of the largest enrollments of adults in postsecondary consumer homemaking education programs, have testified that employees who have participated in this program are more responsible and have better managerial skills." (Carr, Audrey and Jewell Dean Ellis, "Categorical Funding: Changing the Focus of Consumer and Homemaking Education," VocEd, Vol. 56, No. 7, October 1981, p. 43)

Consumer and homemaki- teaches students goal setting, management of time, planning work with reasonable objectives, efficient work habits, and interpersonal skills that allow one to communicate with a variety of people. Management skills that are related to money, energy, dovetailing work, all responsibilities that are learned in consumer and homemaking allow an individual to be re productive in the work force.

Studies show that homemakers skills are transferable. Colleges are even granting credit for this and employers are now allowing an application to reflect this unpaid work experience such as volunteering in the community, and assuming responsibilities in the home such as bookkeeping.

> McLemore states: "Home economics teaches boys as well as girls how to live in the free enterprise system, how to better function in the marketplace and how to live in a family situation. No matter who the student, they must have food to eat, a place to live and clothing to wear." All individuals must know resource management to provide for meeting these and for obtaining goods and services. (McLemore, Laurene B., "An Exploration of the Needs for Teaching Consumer Education to High School Students:, USM: Department of Education, School of Home Economics, 1977, Thesis, p.7)

Since homemaking leads all occupations in numbers of workers involved and is considered by many to be the most important and far-reaching of all occupations, contemporary dual role practioners must have management expertise in combining another job with the occupation of homemaking.

The consumer and homemaking education program contributes to the development of qualities that help youth become employable and in addition offers preparation for the dual role of homemaker and wage earner.(Hurt, Mary Lee, "Vocational Home Economics/Present and Future, Journal of Home Economics, May, 1972, p. 32)

Disadvantaged and Minorities

Consumer and homemaking programs have historically served the largest number of disadvantaged and minority persons of any program in Vocational Education. The National Institute of Education study on Consumer and Homemaking gave the program high marks for the outreach programs. Programs focusing on consumer and homemaking skills are being "taken to the people" whenever they can be reached in groups. This technique is used especially in depressed areas where individuals are reluctant to come to the school for adult classes. One of the oldest such programs that offer consumer and homemaking classes may be found in public housing developments. In the state of Texas, one program is the contract work that has been set up with housing projects where homemaking teachers teach low income persons housing skills, management of their income and how to provide child care. This is primarily in El Paso.

Consumer Homemaking in depressed areas , referred to as CHIDA programs, in Mississippi serves males and females and provides practical knowledge and skills geared to the interests and concerns of enrollees. Evidence of the impact that these programs have made in the various communities across the State of Mississippi are as follows:

-Mrs. Vera Lambert, Beulah, Mississippi says she has learned how to prepare meals for less money and how to make items for her home that she doesn't have to buy ready made and this really helps save dollars for other family needs, not wants.

-Mr. Henry Knox stated he never dreamed that he could learn how to sew and enjoy it. He participated in group discussions and says his whole attitude has changed about certain homemaking tasks being the responsibility of the wife. "I help with many tasks around the home now", he says.

-Mrs. Birda M. Brown, Benton, Mississippi has learned to plan nutritious meals and make a shopping list, to use installment credit sparingly, purchase food items in quanity and how to use food extenders. Mrs. Brown says this program has helped her to feel like a real parson because someone cares about those who did not have an opportunity to get the education needed.

-Mrs. Thelma Gibson, Rosedale, Mississippi is a mother of seven children. She is a food stamp recipient and on welfare. Since she enrolled in this program, she has learned to construct clothing for herself and children, to make slip covers for her furniture, and curtains for her home. Better meals are prepared and she cans and freezes foods for her family. Before this, she struggled to make ends meet each month.

- Mrs. Inez Givens teacher in Greenwood, Mississippi stated that Mrs. Jerland Williams had some real problems before she started working with her. The first problem she worked on was getting Mrs. Williams to send her children to school. The reason given for not sending the children to school was insufficient clothing. Since she enrolled, her children's attendance in school has improved because she learned how to renovate and construct new clothing for herself and the children. The children eat less "junk" food because Mrs. Williams is preparing more casserole dishes using leftovers, powdered eggs, cheese and non-fat dry milk.

Each state has met the unique needs of the disadvantaged and minority population by offering classes in locations convenient for the students such as neighborhood centers, Indian reservations, senior citizen centers, in churches and homes and in migrants' camps. Mobile units in some school districts are equipped as classrooms with available instructional materials.

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Home Economics teachers drive the units or the units are moved from one location to another in order to help inner-city families, isolated rural families, migrant groups, and others who cannot come to a center.

In some states, mothers are enrolled in parent education classes that parallel a daycare center for their children. This program reaches many families on welfare. They ask for help on many aspects of everyday living including nutrition, low cost meals, use of food stamps, consumer education, housekeeping, child care, management and ways to make over and alter family clothes.

One of the most important outcomes of classes for homemakers from depressed areas has been the improvement of the self-concept of the participants themselves. They learn that others have problems too. Some of the participants are encouraged to take training and secure jobs to help improve the level of family living. The focus is on strengthening the whole family through encouragement, education, and their discovery of the resources available to them.

A special course in Basic Living Skills was implemented by the Warren Central High School. Students in the program both males and females were EMR's (Educationally Disadvantaged). The program was designed to make certain that these students are equipped with basic skills necessary to function in a real world. In this course students were taught survival skills including writing a resume, applying for a job, preparing a budget, preparing and serving a nutritious meal, reconciling a bank statement, filing an income tax return, selecting and caring for clothes, selecting and planning a suitable home. Emphasis was also given to helping students to become good citizens. The home economics teacher, one of the teachers in this program, indicated that the success of the program was tremendous and one of the students from this

special course was the winner of the Home Economics Award for the 1979-80 school year. Many students enrolled in this program have been mainstreamed into regular classes. The home economics segment of this course was partially funded through a State Consumer and Homemaking proposal.

The curriculum for most in-school programs, postsecondary and adult programs takes into account the differing cultural and socioeconomic backgrounds of students whether Indian, Spanish-American, Asian-American, Black, Oriental, or other ethnic groups.

One of the newest programs available to the disadvantaged and minority pupulations came into being when the National Future Homemakers of America organization and other groups joined together to fund CETA projects. An example of one program is the Program for the preschool and elderly at LaDow Area Vocational Center operated by Mrs. Laura Cummings. Students after completing the program will be available for employment.

Included in the appendix is a copy of the enrollment for Consumer and Homemaking from the U. S. Department of Education, Office of Civil Rights, Vocational Education Civil Rights Survey, preliminary date for 1979. Some of the information from this survey follows for Comprehensive and Vocational: Black, not Hispanic (male 5.6, female 17.8); Hispanic (male 1.3, female 4.3); Asian American (male 0.4, female 1.0); American Indian/Alaskan Native (0.3 male, 0.9 female); White, not Hispanic (male 13.5 , female 54.9).

Ohio is not a state with a high number of minorities (12.1 percent in the state in high school). The composite on consumer and homemaking for 1979-1980 shows a total number of 156,858 students enrolled. Of those, 80.7% or 126,458 were white and 19.3% or 30,400 were minorities. In the postsecondary institutions in Ohio, essentially all adults were enrolled. Of that number 30,235 or 76.1% were white and 9,515 or 23.9% were minorities.

In Mississippi in Family Relations courses for 1979-80 2,361 disadvantaged students were enrolled of a total 6,314. Male enrollment for Family Relations was a total of 3,860 out of the total of 6,314. In the comprehensive Homemaking area, out of a total of 24,624, 8,125 were classified as disadvantaged and 68 handicapped. Examples from only these two states have used since others will cover this information in their testimony.

The following quotes will help to illustrate the benefits of the consumer and homemaking program:

-Spanish student: "Home Economics helped me more than any other class I have taken and to communicate with people and to understand them."

-Administrator: "In one class, we had four students drop out the first nine weeks of school because of pregnancy. If we only had more parenting classes below the ninth grade level, it would be so helpful."

Consumer and homemaking has met the needs of the disadvantaged and minorities. Relevant curriculum content is planned for all students with emphasis on meeting the needs of disadvantaged and minorities. Instructional materials are prepared with emphasis on disadvantaged students to involve and motivate students. Individualized instruction is incorporated to allow students to learn at their own pace and to practice skills again without penalty.

In Denver, Colorado, abusive parents are referred by the Social Services Department to parenting classes taught through the Homemaking program at Emily Griffith Opportunity School. A goal of these classes is to provide parents with constructive activities for interacting with their children. One day, after demonstrating how to read a story to children, the teacher asked the class of nine how many had been read to

as children. Not one raised their hand. Since then, reading a children's book has become a regular part of every session and a leading library has been established.

Programs in correctional institutions are available in several states to teach consumer and homemaking skills to inmates. Kentucky, Lousiana, West Virginia and other states have offered programs. At the West Virginia Industrial school for boys, one boy had a tatto on his arm that said "Born to Raise Hell and Collect Food Stamps". This tatto and attitude it represented were of great concern to the teacher. As the days in class slipped by, this became a concern of the student also. After a brief trip home, the boy returned to the institution with his tatto removed. Those who know the pain of removing a tatto, can see that the consumer and homemaking program must have meant something special to that young man.

Included in the appendix are copies of news articles and other materials giving additional information on CHE programs.

The Need for Federally-funded Consumer and Homemaking Education and Recommendations for Improving the Authorizing Legislation

I would recommend minimal changes in the current legislation as it still represents relevant needs. However, I would urge greater flexibility in the planning process within states, better definitions, and more clearly explained regulations relating to compliance.

Although formula distribution of funds is desirable in flowing funds to needed areas, some latitude should be permitted states to fund innovative and/or experimental programs based on program criteria rather than a strict formula distribution process. One concern with the present legislation is the inflexible formula distribution that prevents some states from doing what needs to be done with innovative programs.

The new legislation for Consumer and Homemaking Education should remain identified clearly as a category. This sub-part should include the following: In Purpose: New legislation should provide formula grants to states which shall be used to extend, expand, and improve consumer and homemaking education in light of successful practices; access needs of the population and changing needs of the occupation of homemaking. Such programs prepare males and females for the occupation of homemaking at all educational levels, focusing on preventive education and addressing societal, economic and other national concerns.

We believe that funds should be used solely for consumer and homemaking education (1) Instructional programs including but not limited to foods and nutrition; consumer education, family living and parenthood education, child development and guidance, housing, home management (including resource management), and clothing and textiles, and (2) Support services including but not limited to improvement, research, program evaluation, development of instructional material; exemplary and demonstration projects, provision of equipment, teacher supervision, and state administration and leadership for programs including student organization activities.

Planning Process: Plans for this sub-part shall reflect needs for consumer and homemaking education within the state as presented by home economics program leadership and shall be an integral part of the state planning process.

Administrative process: This sub-part should be administered at the state level by adequate and qualified personnel. Achievement of the purposes of this sub-part is dependent upon compentent state leadership. Programatic leadership requires staffing by program specialists qualified by experience and preparation in home economics education.

It is also recommended that the legislation encourage the Assistant Secretary for Vocational and Adult Education to provide the state with adequate qualified program leadership in formulating workable plans for achieving legislative intent.

Special Consideration: Priorities within consumer and homemaking education should include but not be limited to instruction attending to societial concerns about: energy use in the home, family economics and consumer behavior, nutrition status, parenthood, family violence, aged family members.

These priorities should be reflected in school programs for students with varying abilities as well as out-reach programs for special populations such as but not limited to the aged, school age parents, single parents and persons in correctional institutions.

The coalition of AHEA, AVA, and HEEA believe that there should be a section added to national programs related to personnel, such as: Qualified Federal Personnel. Achievement of Vocational Education's special mission is dependent upon national leadership. Reauthorized vocational education legislation should require employment of adequate personnel qualified by experience and preparation in vocational education. Programatic leadership in each vocational area requires staffing by educational program specialist in each specific program. The executive staff member of a vocational education unit should report directly to the secretary of education or to that person who bears administrative authority overall on the federal educational effort.

The proposed legislation was developed by the coalition of the three professional organizations concerned with vocational home economics education,

American Home Economics Association (AHEA), American Vocational Association (AVA), Home Economics Education Association (HEEA), May, 1981.

Should consumer and homemaking education be federally funded? Although included in the Smith-Hughes Act of 1917, this question is still asked after 64 years. Homemaking is an occupation, although an unpaid one and on that basis requires preparation for work. A rationale has been built for the monetary worth of the services performed by homemakers: Males are assuming additional homemaking responsibilities, more services are being purchased from commercial agencies, and insurance companies are paying for the value of services of a deceased wife and mother. The monetary value of the household work done by a full-time homemaker with several children can exceed the take home pay of her husband. The monetary value of a husband and wife who are both employed and share the work of the home may equal combined take home pay of both.

Thirty-eight million women in the United States today are full-time homemakers. Attorney Michael Minton after a six year study, identified the monetary worth of a housewife's work, function by function. This adds up to $785.07 per week - or an annual salary of $40,823.64. Minton found that "A woman holding a full-time job spends just as much time on housecare and childcare as if she were a full-time homemaker." According to Minton, an average woman spends between eight and twelve hours a day on household chores; her husband, however, averages only 36 minutes a day on household chores. (Green, Bob, "How Much Is A Housewife Worth?", Wisconsin State Journal, August 10, 1980, Section 7, p. 2)

Fethke and Hauserman called homemaking "the invisible occupation." They stated "It is time that society devote its energy to recognizing homemakers' services. The invisible occupation has been invisible long enough." (Fethke, Carol C. and Nancy R. Hauserman, "Homemaking: The Invisible Occupation", Journal of Home Economic-, Volume 71, No. 2, Summer, 1979, pp. 20-23.

The answer to the question of whether federal funding should be provided for consumer and homemaking is an unqualified "yes". Consumer and homemaking education should be made available to persons who are already homemakers or will be in the near future.

CONSUMER AND HOMEMAKING EDUCATION

Distribution of Students By Type of School, Sex and Racial/Ethnic Group--1979

Type of School	Sex		American Ind./ Alaskan Native		Asian Am. Pac. Isl.		Black, not Hispanic		Hispanic		White, not Hispanic	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Comprehensive and vocational**	21.1	78.9	0.3	0.9	0.4	1.0	5.6	17.8	1.3	4.3	13.5	54.9
Area Vocational Centers (secondary)	16.7	83.3	0.1	0.2	0.2	0.7	3.1	19.0	0.3	0.7	13.0	62.5
Area vocational schools (post secondary)	8.1	91.9	*	0.1	*	0.1	0.1	3.2	*	0.1	8.1	88.4
Two-year Higher Education	30.7	69.3	0.2	0.6	0.6	1.3	0.9	2.9	0.9	5.1	28.2	59.5

Note: Figures are based on enrollments at institutions with five or more vocational programs only. Details may not add to totals because of rounding.

Source: U. Department of Education, Office of Civil Rights, Vocational Education Civil Rights Survey, preliminary data.

*less than 0.05%
** secondary

STATEMENTS FROM STUDENTS ENROLLED IN CONSUMER AND HOMEMAKING

Bert Anderson, Newton High School, Newton, Mississippi

"I am a senior at Newton High School, located in Newton, Mississippi. Last year was my first year in public school since my blindness in 1976. In May of 1980, I decided to enroll at Newton High School. I chose as my courses Algebra I, English III, American History, Study Skills, and Vocational Education Foods and Housing."

"In all, I benefited from this Vocational Education class. It helped me to adjust to Newton High. Thanks to Mrs. Wagner..."

Note: Mrs. Lynn Wagner was Bert's Consumer and Homemaking Teacher. Mrs. Wagner wrote a proposal that was funded by the State Vocational Home Economics office to help her prepare for teaching Bert who is a blind student.

Priscilla Lang, graduate of Quitman High School, Quitman, Mississippi

"I cannot fully express on paper, how much Home Economics did for me in High School."

"The four years that I spent in High School, each year I was enrolled in at least two Home Economics classes. The first year I had a fixed stereotype of what Home Economics classes would consist of. I thought all I would learn was how to cook and sew. Was I surprised when I got involved in my classes. Home Economics was so much more. Let me give you a concise detailed account of what I learned from my Home Economics classes for four years:

"Parenting class: I learned about the joys and tribulations of being a parent; learned the different stages that a child goes through from the time of birth until adulthood; how a child is supposed to progress; what to do if you have an exceptional child; how you should discipline your child; how to handle a problem child; whether or not your child has a learning disability." . . .

"Interior Design: I learned how to decorate my home so that it gave a pleasant atmosphere and made use out of what little space I had. I learned how to read blueprints, and make a scale drawing of a house.".

"Specialized Sewing: Through this class I learned how to make my own clothes, and I'm really glad because as the result of inflation, I can't afford to buy clothes. So I make most of mine and my family's clothes.". "I also learned the different types of fabrics, the best way to care for them and which fabrics are more economical than others."

" Nutrition : I learned tha value of a balanced meal, how to supplement a meal, how the contrast of flavor and texture can make a difference in a meal. How to prepare a nutritional meal in thirty minutes or less. I learned how you arrange food on a plate to make it look more appealing and appeti zing." . . .

Statements from Students Enrolled in Consumer and Homemaking
page 2

Priscilla Lang (con't)

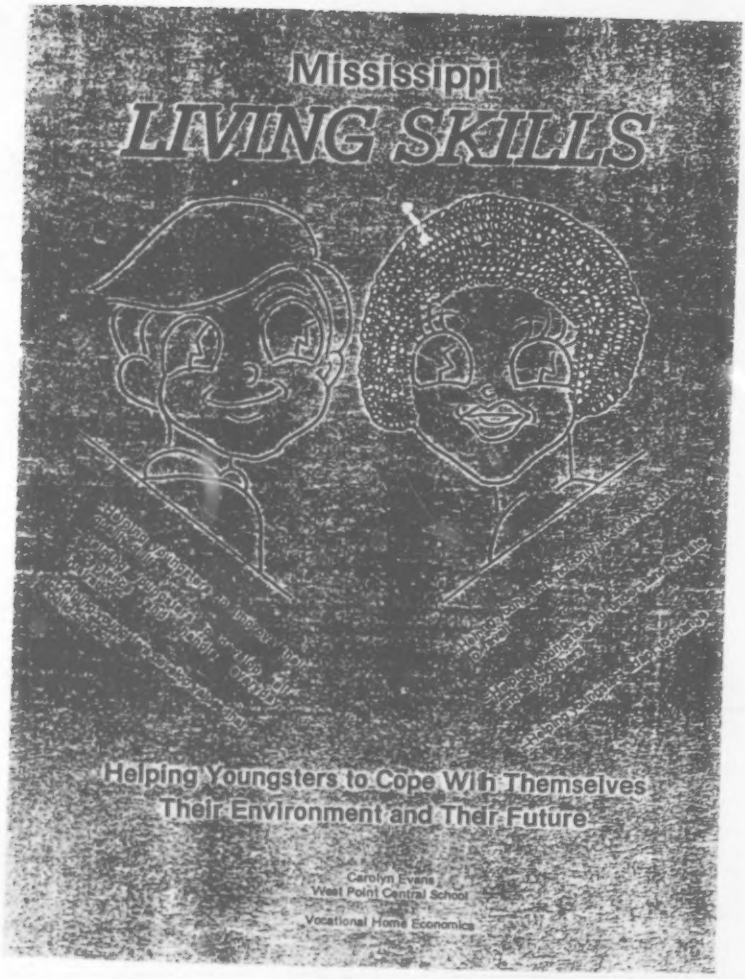
"Family Living: How to interact with your family; that when your parents become divorced that it is not the end of the world; How to deal with your parents if they have a drinking problem. How to cope when a member of your family passes away; How to develop a lasting relationship with your parents, brothers, or sisters; How to handle it when a member of your family develops a mental condition."

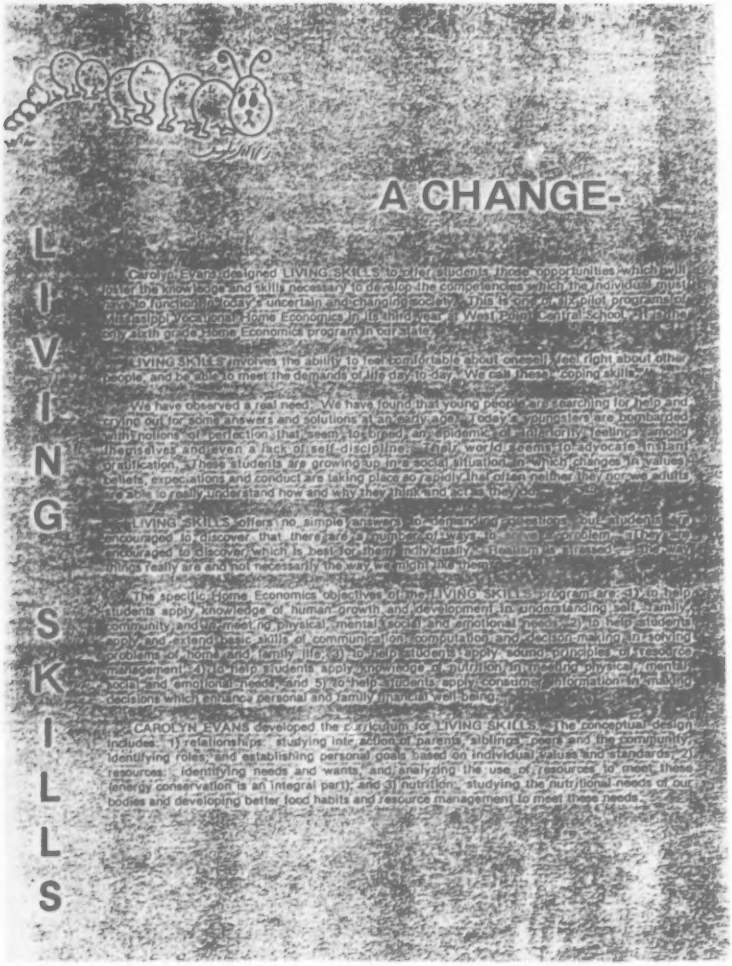
"Also through the Home Economics club, the Future Homemakers of America, I learned how to be a leader; how to interact with people; how to make snap decisions; how to handle responsibility when at least fifty people are depending on you. It also made me believe in myself; it gave me the ability to speak in front of a group of people without going to pieces."

"As a result of my Home Economics education and experience in high school, I decided to major in Home Economics Education where I am currently working toward my B.S. degree in teaching."

"I just gave a sample detail of how Home Economics Education helped me to grow and shaped my life. It gave me something to look forward to in high school and helped me to strive for the best in everything that I do. I could give you at least a hundred kids' names who feel the same way that I do. I feel that if a program can help me and others as much as it has, it should be worthwhile to many. This program has so much to offer young men and women of today."

Note: The above comments are excerpts from the actual statements.


Mississippi
LIVING SKILLS
Helping Youngsters to Cope With Themselves
Their Environment and Their Future
Carolyn Evans
West Point Central School
Vocational Home Economics



LIVING SKILLS

A CHANGE-

Carolyn Evans designed LIVING SKILLS to offer students those opportunities which will foster the knowledge and skills necessary to develop the competencies which the individual must have to function in today's uncertain and changing society. This is one of six pilot programs of Mississippi Vocational Home Economics in its third year. West Point Central School is the only sixth grade Home Economics program in our state.

LIVING SKILLS involves the ability to feel comfortable about oneself, feel right about other people, and be able to meet the demands of life day-to-day. We call these coping skills.

We have observed a real need. We have found that young people are searching for help and crying out for some answers and solutions at an early age. Today's youngsters are bombarded with notions of perfection that seem to breed an epidemic of inferiority feelings among themselves and even a lack of self discipline. Their world seems to advocate instant gratification. These students are growing up in a social situation in which changes in values, beliefs, expectations and conduct are taking place so rapidly that often neither they nor we adults are able to really understand how and why they think and act as they do.

LIVING SKILLS offers no simple answers to demanding questions. But students are encouraged to discover that there are a number of ways to [illegible] problem. They are encouraged to discover which is best for them individually. Realism is stressed. Students learn things really are and not necessarily the way we might like them to be.

The specific Home Economics objectives of the LIVING SKILLS program are: 1) to help students apply knowledge of human growth and development in understanding self, family, community and to meet no physical, mental, social and emotional needs; 2) to help students apply and extend basic skills of communication, computation and decision-making in resolving problems of home and family life; 3) to help students apply sound principles of resource management; 4) to help students apply knowledge of nutrition in meeting physical, mental, social and emotional needs; and 5) to help students apply consumer information in making decisions which enhance personal and family financial well-being.

CAROLYN EVANS developed the curriculum for LIVING SKILLS. The conceptual design includes: 1) relationships: studying interaction of parents, siblings, peers and the community, identifying roles, and establishing personal goals based on individual values and standards; 2) resources: identifying needs and wants, and analyzing the use of resources to meet these (energy conservation is an integral part); and 3) nutrition: studying the nutritional needs of our bodies and developing better food habits and resource management to meet these needs.

This year at Central School, LIVING SKILLS is a semester course for boys and girls including mainstreamed special education students. First semester there were 132 boys and 109 girls enrolled. Second semester there were 129 boys and 116 girls. These sixth grade students have a wide range of ability from exceptional to very slow. They come from upper middle class to very low socio-economic backgrounds. There are Black, White, Indian and Oriental. CAROLYN EVANS individualizes each class period to challenge and meet the needs of these students.

MRS. EVANS plans cooperatively with the teachers of special education. This way the concepts planned can be reinforced for these students. She allows the special education teachers to administer her living skills tests to the students orally in a less stress-provoking environment.

Another illustration of the impact of MRS. EVANS class on the school is sharing LIVING SKILLS concepts with the teachers of communication who have the students use these in their classwork and assignments. For example, each student in communication class develops a cross-word puzzle with terms from LIVING SKILLS class.

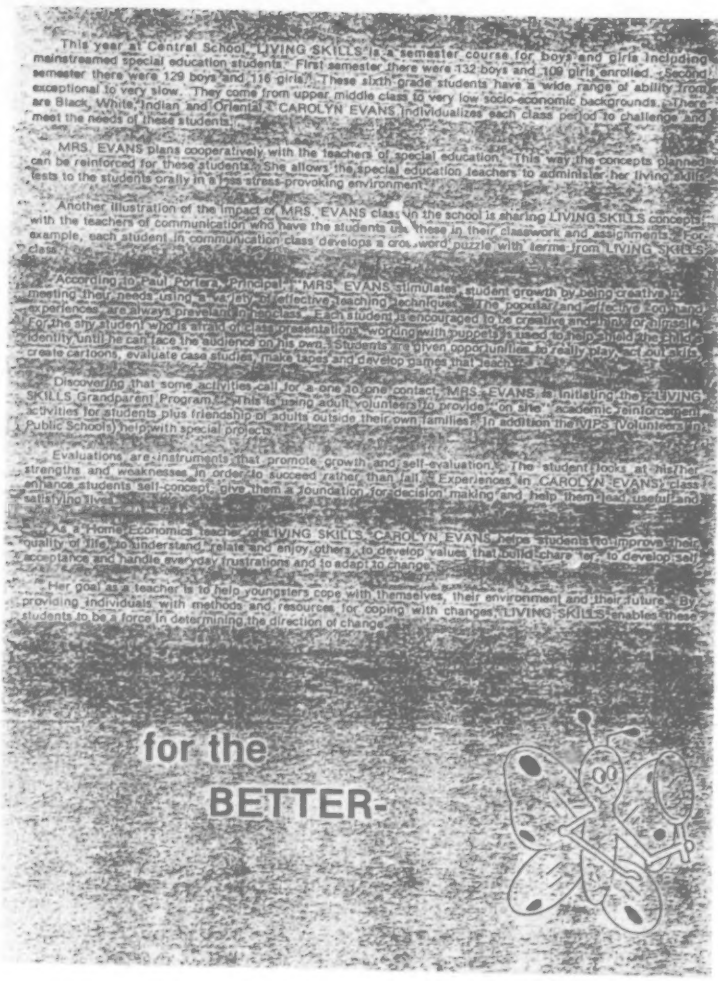
According to Paul Porter, Principal, "MRS. EVANS stimulates student growth by being creative in meeting their needs using a variety of effective teaching techniques. The popular and effective role-playing experiences are always prevalent in her class. Each student is encouraged to be creative and think of himself. For the shy student who is afraid of class presentations, working with puppets is used to help build the child's identity until he can face the audience on his own. Students are given opportunities to really play out skits, create cartoons, evaluate case studies, make tapes and develop games that teach."

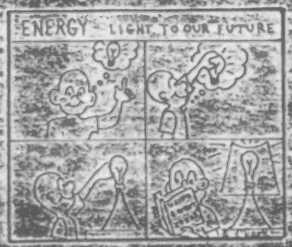
Discovering that some activities call for a one to one contact, MRS. EVANS is initiating the LIVING SKILLS Grandparent Program. This is using adult volunteers to provide on site academic reinforcement activities for students plus friendship of adults outside their own families. In addition the VIPS (Volunteers in Public Schools) help with special projects.

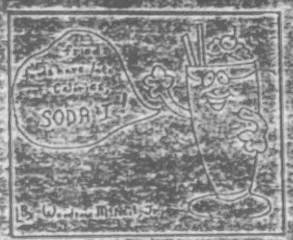
Evaluations are instruments that promote growth and self-evaluation. The student looks at his/her strengths and weaknesses in order to succeed rather than fail. Experiences in CAROLYN EVANS' class enhance students self-concept, give them a foundation for decision making and help them lead useful and satisfying lives.

As a Home Economics teacher, she LIVING SKILLS CAROLYN EVANS helps students to improve their quality of life, to understand, relate and enjoy others, to develop values that build character, to develop self acceptance and handle everyday frustrations and to adapt to change.

Her goal as a teacher is to help youngsters cope with themselves, their environment and their future. By providing individuals with methods and resources for coping with changes, LIVING SKILLS enables these students to be a force in determining the direction of change.







CAROLYN BUSBY EVANS, Vocational Home Economics Teacher and 1981 National Merit Winner in the American Home Economics Association/Chesebrough-Ponds, Inc. Teacher of the Year Award Program

LIVING SKILLS PROGRAMS are in five other schools: New Hope (Lowndes County), Tupelo, Hillcrest High, Greenwood Rising Sun Elementary, Brandon Middle School, and South Forrest (Forrest County). The teachers are Phyllis Clemmons, Lynda Wildmon, Ruby Parker, Charlene Gilder and Dottie Krebs. Each school is unique; collectively, they feature Home Economics in grades 1-7. These classes are not a retreat from the basics or in competition with any existing program but are being designed to help students live effectively in a complex world — to cope with "present shock". We are excited about this opportunity for Mississippi Vocational Home Economics.

For additional information contact: Vocational Home Economics Education, Vocational Division, State Department of Education, P.O. Box 771, Jackson, MS 39205

Offensive Tackle Enjoys His Homemaking Class

By CRISTI ROBERSON
Staff Writer

It would not be unusual to see a six-foot, 200 pound first-string offensive tackle sewing a blue-denim jacket or cooking up a favorite Mexican dish at Mooreville High School.

In fact, David Collins, 17-year-old senior at Mooreville High, enjoyed his homemaking class so much that he went on to hold a state office in Future Homemakers of America.

With the traditional roles of men and women changing, more young men are desiring to know more about consumer products, cleaning, and crafts along with the basics of cooking and sewing.

Collins is one of 670 males among the estimated 12,000 members in the state FHA. Approximately 14,000 males make up part of the 400,000 teenagers in the nation that are members of FHA.

Last year Collins moved with his family to Lake Flamingo at Mooreville from El Paso, Texas.

Coming from a high school of 3,000 students with many courses to choose from, he found as he was entering his junior year at Mooreville that he only needed seven hours to complete his high school education.

Collins signed up for some elective courses and homemaking was one of them.

He said there were six other young men in his class last year, some seniors, some football players, and that they all enjoyed the different activities of the class.

Collins also said he never had a second thought about being in the class or joining FHA and that he never received much trouble from his teammates or his coaches.

He did recall a sophmore football player asking him, in disbelief, if he was a member of FHA.

"He's just an all-American boy" was the description given Collins by his homemaking teacher, Eloise Scott. She also spoke highly of his leadership abilities.

At Andress High School in El Paso, Collins was on the football, track, and wrestling teams, and a member of three of the school's choirs as well as the principal's communications committee.

He said his parents are all for his being in FHA. His mother was a member of FHA and his father was an army cook. "He taught my mother how to cook," Collins said of his father.

He added that sharing

David Collins

homemaking responsibilities was a part of marriage, saying that he hoped to marry and have children some day.

Collins said the homemaking class was good experience because he learned how to buy and use products, especially clothes. "You can always use a little bit of something for the future," he added.

Although he has not finalized his education plans for the future, Collins said he was thinking about attending Itawamba Junior College for two years and then finishing at Mississippi State with a major in architecture, or free-landscape art, or advertising.

Although football practice is starting this Friday and Saturday, Collins will have to miss the first day because he will be attending a FHA state leadership meeting in Grenada.

Collins and Mimi Swan of Saltillo recently returned from the FHA national leadership meeting in Washington, D.C. Mrs. Scott accompanied the group as district advisor. Collins and Miss Swan are both state officers in the organization.

Mrs. Scott said that the four-day meeting in Washington titled "Future Unknown — Dare to Determine Your Own" helped teens explore how to prepare for the social changes of today and tomorrow, including workshops on lifestyles, careers, education, the family, habitats, communication and transportation.

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Schools Help Latch-Key Children Cope

By DOROTHY BELLER

WHITE PLAINS — As Linda Berman was driving home from the office the other night, she spoke just to her children, urging to hold until the sound of engines lifted the air. Her five-to-home, 13-year-old Michael and Debbie, 11, had dinner under control.

"If my mother has a hard day, we usually bathe her spaghetti," Debbie said, referring to a family custom. "If she has a really hard day we order pizza," she said.

Mrs. Berman is a widow and a model employer. Like many working mothers, she worked through her fatherless children to self-sufficient and responsible citizens. She has also encouraged them to take cooking and sewing courses in school, which may explain why Debbie and Michael are so skilled in partnership with themselves as this, purposeful children.

"I'd prefer to be able to be there for them," Michael said. "If both aren't home early and they have to wait for their mother, to get dinner it might be 7 or 8 o'clock before they eat."

Debbie nodded. "Some of our friends are getting home late, too, but we don't have time," she said solemnly. "We are busy now."

They Do Chores, Too

Another working mother, Gail Hirschhorn of Scarsdale, N.Y., said that she, too, always ate dinner with her children. Their chores, she said, included setting the table, clearing the dishes, feeding the fish and pet mice and, sometimes, doing even the windows.

But all members of the study, by boarding governments are concerned as to whether and Debbie Berman, for example, are learning. While others have had the assistance of school-aged children to the work force, educators around the country are exploring ways latch-key children can be helped to develop emotionally as well as the non-parent household.

What such children need and should not need, according to Dr. Robert Grey Vaught of the Educational Testing Service in Princeton, "Where are the parents and what are they doing?" are issues of safety when the children are left alone, he said. "If a child can't get to his home because the children are not there, he can't get fed." The school system is trying to address

Although the concern very widely here, many of them school is [illegible] Dr. Vaught said that the idea is to [illegible] the school [illegible] school hours, to feed and school's door [illegible] [illegible] [illegible]

Chairman PERKINS. Thank you very much. We appreciate your testimony this morning.

Our next witness is Mr. Robert Meyer, research associate, the Urban Institute. Go ahead, Mr. Meyer. Without objection, all the prepared statements will be inserted in the record.

STATEMENT OF ROBERT H. MEYER, RESEARCH ASSOCIATE, THE URBAN INSTITUTE, WASHINGTON, D.C.

Mr. MEYER. Mr. Chairman and members of the subcommittee, I am Robert Meyer, a research associate at the Urban Institute. Recently I completed a study of high school vocational education for the National Commission for Employment Policy.[1]

Today I will discuss some of the results of this study which are relevant to an evaluation of the nonoccupational consumer and homemaking curriculum. My remarks will be directed to the role of high school education in the labor market.

The views I express are my own and not necessarily those of the Urban Institute.

Secondary education is motivated by a variety of goals, a fact that is reflected in the diversity of curricular and extracurricular offerings within schools and across different school systems.

Occupational skill training, for example, prepares high school graduates for direct entry into the labor market.

Training in basic skills is widely regarded as a prerequisite to participating fully in society, obtaining a good job, and enrolling in higher education. Home economics develops knowledge and skills which are useful to individuals as consumers, parents, and homemakers.

The benefit to individuals of coursework in home economics lies in the intangible value of this knowledge.

The cost to individuals of instruction in home economics is the value of the lost training in academic and occupational subjects.

A major component of this cost is the reduction in earnings associated with taking home economics courses in place of academic or occupational courses.

I present evidence below as to whether the earnings cost of home economics is large or small, and whether it has changed over time.

First, however, I present evidence concerning the typical enrollment patterns of high school students.

HIGH SCHOOL ENROLLMENT PATTERNS

Average enrollment patterns were tabulated from survey data in the National Longitudinal Study of the High School Class of 1972—NLS72—a data set developed by the National Center for Educational Statistics.

The NLS72 is a national probability sample of 23,000 men and women, all of whom were high school seniors in the spring of 1972.

[1] The study, which is available from the National Commission for Employment Policy, consisted of four volumes: I. "Vocational Education: How Should It Be Measured?" II. "The Determinants of Participation in Vocational Education: The Role of Schools and Personal Characteristics," III. "The Effect of Vocational Education on Post Secondary Choices," and IV. "The Labor Market Effects of Vocational Education."

A base year survey collected extensive information on high school experiences. Four followup surveys, over a span of 7 years, collected information on postsecondary schooling and employment and earnings.

Table 1 presents tabulations of average course work in major subject areas by race and sex. Courses have been grouped so that natural science represents math and science, humanities represents English, social studies, and fine arts, and vocational education represents home economics and all occupational courses.

Table 1 indicates that the average individual spends about 22 to 23 hours per week in classroom instruction, the equivalent of about five 55-minute periods each day. A typical high school graduate takes 30 one-semester courses in 3 years. For both men and women, about one-fourth of all coursework is in occupational subjects. About 40 percent of all coursework is in the humanities.

Men and women differ primarily in their coursework in natural science and home economics. On average, women take about 5 percent of their coursework in home economics, about one to two courses. About 21 percent of their coursework is devoted to the natural sciences.

Men, on the other hand, take somewhat more natural science [26 percent] than women, and virtually no home economics.

Although racial differences are small, black and hispanic women take somewhat more home economics than white women.

However, analysis reported elsewhere indicates that among blacks, hispanics, and whites with similar socioeconomic background, blacks and hispanics actually take less home economics than white women.

Table 2 presents more detailed tabulations for women of enrollment and average coursework for home economics and the major occupational subjects.

Table 3 contains similar tabulations for women by race. Over half of all women take some coursework in home economics. Average coursework in home economics for these women is about 10 percent of all courses, about three semester courses. About 60 percent of black and hispanic women take at least one course in home economics.

Over 80 percent of all women take some coursework in the commercial, or business and office field. These women devote about one-quarter of their high school education to commercial training.

Although home economics and commercial training are the two main vocational subjects for women, a small number of individuals also take courses in other vocational subjects: trade and industry, industrial arts, agriculture, distributive education, and health.

However, no field enrolls more than 8 percent of all women. Trade and industry, industrial arts, and agriculture, of course, are common fields for men.

These tabulations for the class of 1972 indicate that vocational education is a quantitatively important component of high school education. For women, the two dominant vocational subjects are home economics and commercial training.

Over half of all women take at least some coursework in home economics and some women take as many as six semester courses, or more, in home economics. In the remainder of the testimony, I

examine the labor market implications of enrollment in home economics.

GROWTH IN THE LABOR FORCE PARTICIPATION OF WOMEN

The reduction in income, if any, associated with taking home economics courses instead of academic or occupational courses depends on two factors: One, the difference in earnings power or productivity associated with different levels of coursework in home economics; and two, the extent to which earnings power matters: Do women spend a significant part of their adult life in the labor force?

Are their earnings an important source of family income?

Evidence concerning the first point has been obtained from the NLS72 and will be presented in the next section. This section will examine the second point.

Table 4 reports labor force participation rates for women in selected years since 1950. The data illustrate the well-known fact that the labor force participation of women has increased dramatically since 1950. For most age groups, most of the increase has occurred since 1965.

The labor force participation rate of 25- to 34-year-old women, for example, increased by over 25 percentage points from 1965. Over 60 percent of all women 18 to 44 participated in the labor force in 1979.

These changes in the employment status of women suggest that the earnings capacity of women is much more important today than 15, 20, or 30 years ago.[2]

This point is accentuated by the fact that women have increasingly become the sole source of income for some families.

From 1960 to 1974, the growth of female-headed families with children was about 102 percent. The growth of husband-wife families was less than 8 percent. In 1974, 1 out of every 7 children lived in a family where the father was absent.[3]

These facts suggest that as women have become more and more attached to the labor market, the relative value of certain types of education has increased; that is, courses with a payoff in the labor market.

In terms of our evaluation of home economics, this implies that if home economics is associated with a significant loss in earnings capacity, relative to alternative subjects, then the relative value of home economics has probably declined over time. Below we examine the critical issue of the relative earnings effects of home economics.

HOME ECONOMICS AND LABOR MARKET EARNINGS

In this section I compare the wages of individuals with different mixtures of home economics, occupational courses, and academic subjects. We are interested in estimating the earnings loss, if any,

[2] See also Smith, Ralph E., "The Subtle Revolution: Women at Work," Washington, D.C.: The Urban Institute, 1979.

[3] For an excellent analysis of the growth of female headed families, see Ross, Heather L. and Isabel V. Sawhill, "Time of Transition," Washington, D.C.: The Urban Institute, 1975.

that accompanies an increase in home economics and an equivalent reduction on academic coursework.

Although our measure of home economics may include small amounts of occupational home economics and consumer education, our estimates primarily reflect the relationship between wages and nonoccupational home economics.

Comparable estimates of the relative earnings effects of occupational courses are presented in another paper.[4]

Our results are based on the NLS72. Ordinary least squares, a standard statistical technique, is used to obtain estimates of the percentage effect of home economics on individual wages.[5]

The estimates correspond to an increase in home economics of four semester courses and an equivalent reduction in academic classes.

Our results are presented in table 5.

In the first year after high school graduation, individuals with a concentration of coursework in home economics received essentially the same wages as other individuals.

In subsequent years, however, individuals in home economics received progressively lower wages than other individuals. Wages were 1 percent lower in year 2, 2 percent lower in year 3, 5 percent lower in year 4, and 7 percent lower in year 8.

These results imply that wage growth is significantly lower for individuals who substitute home economics for alternative academic classes. Standard measures of precision suggest that these results are quite statistically reliable.

Our results are comparable to estimates obtained by Daymont and Rumberger using another data set and covering a more recent time period. Their results indicate that for the first 4 years after high school, home economics, relative to academic coursework, is associated with an average decrease in wages of 3 to 4 percent.[6]

There are undoubtedly important nonpecuniary benefits to taking home economics classes. The fact that these benefits may be difficult to measure does not mean that they should be excluded from a careful evaluation of the home economics curriculum.

During the first half of this century, the labor force participation of women was much lower than it is today. The benefits of acquiring homemaking skills may have exceeded the inevitable costs of not taking courses in math, science, and other academic courses.

Since 1960, however, women have dramatically increased their presence in the labor force. Coupled with the fact that home economics is associated with a significant reduction in earnings power, it is likely that the individual costs of taking home economics courses have risen dramatically.

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[4] See footnote 1.

[5] The least squares equations also control for other determinants of wages: occupational coursework, high school work experience, race, ability, high school class rank, parents' income, marital status, number of dependents, area wage rates, and regional indicators.

[6] Daymont and Rumberger estimate that an increase in home economics of 4 semester courses and an equivalent reduction in academic classes is associated with 2.8 percentage decline in wages for individuals taking home economics as an elective, and a 4.2 percentage decline in wages for individuals taking home economics in a program. Daymont, Thomas, and Russell Rumberger, "The Economic Value of Vocational and Academic training Acquired in High School," mimeograph, October 1981, tables 5 and 8.

In light of this evidence, the rationale for Federal funding of high school home economics should be carefully reexamined.

Our analysis supports the following conclusion: Home economics is different from occupationally oriented vocational education in that it is associated with significant sacrifices in individual earnings capacity.

Among other things, vocational education policy is motivated by a desire to assist young people, particularly disadvantaged young people, to become self-supporting in the labor market. Although there may be substantial nonpecuniary benefits to home economics, instruction in home economics is counterproductive to this goal.

Finally, the goal of vocational education to increase the number of skilled workers in the economy is served by occupational and academic education, but not by the home economics curriculum.

Thank you.

Chairman PERKINS. Thank you very much.

[Tables referred to by Robert Meyer follow:]

Table 1

Average Coursework in Major Subject Areas
by Race and Sex

Women

	White	Black	Hispanic	All
Natural Science	21.11 (10.69)	21.97 (9.46)	18.42 (9.58)	21.14 (10.47)
Humanities	42.81 (11.67)	43.55 (11.59)	40.76 (11.31)	42.84 (11.65)
Foreign Language	7.09 (7.41)	4.61 (6.25)	6.97 (6.71)	6.68 (7.26)
Vocational	28.98 (19.62)	29.87 (17.47)	33.85 (17.38)	29.34 (19.22)
Occupational	23.85 (18.37)	23.23 (16.99)	28.04 (17.00)	23.93 (18.12)
Home Economics	5.13 (6.55)	6.64 (7.53)	5.81 (6.34)	5.41 (6.73)
Total Class Hours Per Week	22.90 (6.05)	22.05 (6.36)	22.65 (6.13)	22.75 (6.11)
Observations	8,406	1,712	467	10,585

Men

	White	Black	Hispanic	All
Natural Science	26.57 (11.34)	24.59 (9.73)	22.17 (9.66)	26.11 (11.12)
Humanities	42.93 (11.00)	45.69 (12.09)	41.64 (10.64)	43.24 (11.18)
Foreign Language	5.99 (7.03)	3.63 (5.83)	6.72 (7.11)	5.71 (6.93)
Vocational	24.51 (18.28)	26.09 (16.57)	29.47 (17.08)	24.94 (18.05)
Total Class Hours Per Week	22.04 (5.76)	21.58 (5.85)	22.77 (5.84)	22.01 (5.78)
Observations	8,595	1,393	464	10,452

Notes: (1) Coursework is defined as percentage of total coursework, except where noted.
(2) Standard deviations are listed in parentheses

Table 2

Average Vocational Coursework for
Different Levels of Course Grouping

Women

	Percentage Enrolled in Subject	Average Coursework of Enrollees	Average Coursework of All Persons
Commercial	83.28 (37.32)	25.47 (16.36)	21.21 (17.70)
Home Economics	54.22 (49.82)	9.97 (6.17)	5.41 (6.73)
Trade	5.88 (23.52)	11.96 (10.03)	0.70 (3.72)
Industrial Arts	7.59 (26.48)	8.50 (5.12)	0.64 (2.66)
Agriculture	0.92 (9.53)	8.24 (5.38)	0.08 (0.94)
Distributive	6.29 (24.28)	10.19 (7.31)	0.64 (3.08)
Health	8.03 (27.20)	8.19 (7.46)	0.66 (3.07)
Total Vocational Courses	91.44 (27.98)	32.08 (17.78)	29.34 (19.22)

Sample Size: 10,585

Notes: (2) Courses are defined as a percentage of total courses.
(3) Standard deviations are listed in parenthesis.

Table 3

Average Vocational Coursework for Different Levels of Course Grouping by Race

Women

	Percent Enrolled in Subject			Average Courseork of Enrollees		
	Blacks	Hispanics	Whites	Blacks	Hispanics	Whites
Commercial	79.26 (40.55)	86.94 (33.73)	83.89 (36.76)	24.31 (14.90)	27.52 (15.12)	25.57 (16.68)
Home Economics	58.88 (49.22)	60.81 (48.87)	52.90 (49.92)	11.28 (6.63)	9.55 (5.50)	9.70 (6.06)
Trade	8.82 (28.37)	8.56 (28.02)	5.13 (22.06)	12.84 (9.97)	12.30 (12.32)	11.63 (9.83)
Industrial Arts	9.46 (29.28)	11.13 (31.49)	7.01 (25.53)	9.53 (5.30)	8.45 (5.16)	8.23 (5.04)
Agriculture	1.17 (10.75)	0.43 (6.54)	0.89 (9.40)	6.73 (3.11)	7.97 (5.37)	8.65 (5.82)
Distributive	6.89 (25.34)	10.71 (30.95)	5.92 (23.61)	10.84 (8.33)	8.66 (7.15)	10.19 (7.06)
Health	9.93 (29.92)	12.21 (32.77)	7.41 (26.20)	11.10 (7.57)	9.50 (11.83)	7.27 (6.67)
Total Vocational Courses	91.53 (27.85)	95.50 (20.75)	91.20 (28.34)	32.64 (15.60)	35.44 (16.11)	31.78 (18.26)
Sample Size:	1,712	467	8,406	1,712	467	8,406

Table 4

Labor Force Participation Rates of Women

	18-19	20-24	25-34	35-44	45-54
1950	51.3	46.0	34.0	39.1	37.9
1955	50.9	45.9	34.9	41.6	43.8
1960	50.9	46.1	36.0	43.4	49.8
1965	49.3	49.9	38.5	46.1	50.9
1970	53.6	57.7	45.0	51.1	54.4
1975	58.1	64.1	54.6	55.8	54.6
1979	62.9	69.1	63.8	63.6	58.4
Change 1950-1979	11.6	23.1	29.8	24.5	20.5
Change 1965-1979	13.6	19.2	25.3	17.5	7.5

Source: Employment and Training Report of the President, 1980, Table A-4.

Table 5

Estimates of the Percentage Change in Wages Associated with an Increase in Home Economics of Four Semester Courses: Women

Year after High School Graduation	Percentage Change
1	0.08 (1.55)
2	-0.71 (1.60)
3	-1.70 (1.37)
4	-4.60** (1.48)
5	-5.35** (1.44)
6	-5.07** (1.72)
7	-5.63** (1.73)
8	-6.87** (1.82)

Note: A ** indicates that the estimate is significant at the 0.01 level. Standard errors are in parentheses.

Source: Table 2, Meyer, Robert, "The Labor Market Effects of Vocational Education," Urban Institute Project Reports, August 1981.

Chairman PERKINS. Mr. Green? Go right ahead.

STATEMENT OF DR. HAYDEN GREEN, CHAIRMAN, BUSINESS EDUCATION DEPARTMENT, OAK PARK AND RIVER FOREST HIGH SCHOOL, OAK PARK, ILL., PAST PRESIDENT, ILLINOIS CONSUMER EDUCATION ASSOCIATION, AND COALITION STATE COORDINATOR FOR CONSUMER EDUCATION, ON BEHALF OF COALITION FOR CONSUMER EDUCATION

Dr. GREEN. Thank you, Mr. Chairman. Thank you very much for this opportunity to testify on behalf of the Coalition for Consumer Education.

I am Hayden Green, a coalition State coordinator for consumer education, a past president of Illinois Consumer Education Association, and chairman of the Business Education Department at Oak Park and River Forest High School in Oak Park, Ill.

The Coalition for Consumer Education, on whose behalf I speak today, is one of several grassroots consumer programs recently initiated by the Consumer Federation of America. Now functioning independently, the coalition is based on networks of consumer educators organized in each of the States.

The purpose of the coalition is to promote the development of national, State and local consumer education programs.

The coalition has 1,000 members from a variety of organizations, encompassing: College and high school teachers, State and local consumer affairs officials, consumer affairs professionals in business, community labor leaders and others offering consumer education in nontraditional settings such as community organizations.

The State coalitions are linked together to provide a nationwide network of individuals who are responsive to national, State and local initiatives affecting the field of consumer education.

The coalition strongly believes that consumer education is a basic need of every American.

Rising unemployment, a number of double digit inflation and soaring interest rates have shaken and complicated the assumptions of the consumer world we have known and have made consumers ill prepared to cope with the changing marketplace.

According to a study conducted by the University of Texas in 1975, 1 out of every 5 individuals or 23 million Americans lacked the basic consumer know-how to function effectively in society.

It is surprising and perhaps even shocking to report that this study found about half of the adult population functional and not competent in necessary consumer skills and knowledge.

It is the belief of the coalition that the reason adults are inadequately prepared to act effectively in the marketplace is a result of our students being shortchanged during their years at school.

We have failed to motivate them or to provide them proper instruction concerning real-life consumer problems. We give them inadequate strategies for dealing with the political economy as consumers and as citizens.

Most schools have treated consumer education as a frill rather than a true academic discipline. Yet, nothing is more basic to the educational process or more meaningful to students' lives.

Consumer education covers a group of skills, concepts, and understandings essential to effective functioning in our society.

Additionally, consumer education embodies a large variety of distinctively different skills, many of which are complex and require a discerning and critical mind.

Although they will spend a large part of their lives involved in consumer activities, during 12 years of schooling most students are taught very little that will help them deal effectively as adult consumers.

They know little about insurance and banking. They are not taught how to handle their own money or to protect their own health. And they know little about their rights as consumers.

To illustrate, a recent study on the consumer skills and attitudes of 17-year-olds released by the education commission of the States found that high school students were short on knowledge of personal finance, consumer protection and behavior, economics, contractual agreements and critical concerns such as energy.

Among college students, the results weren't much better. In a 1978-79 study of 750 university students at Purdue University, it was found that a majority of the students never use a budget; did not know how to reconcile a checking account; did not know key terms in credit and insurance policies and; did not know how to file a simple tax return.

These studies point to an urgent and pressing need for consumer education. The coalition appreciates the responsiveness of this committee to the need for consumer education as it relates to the current reauthorization of the Vocational Education Act.

My remarks today address the need for revisions in the legislation to make it more responsive to the needs of consumer education.

Recommendations I will present are based on conclusions drawn on a recently released National Institute of Education study of the response to the consumer and homemaking education amendments of 1976.

Our recommendations are as follows:

1. INCLUDE A SET-ASIDE FOR CONSUMER AND HOMEMAKING EDUCATION IN THE ACT

The NIE study of vocational education found that the earmarking of Federal funds to benefit certain groups of individuals was crucial to realizing Federal policy objectives. This is especially important for consumer and homemaking education.

If consumer and homemaking education is included in a block grant, in which it would have to compete for funding with every other vocational education program and service, the Coalition for Consumer Education believes that consumer education programs would lose out.

Local and State vocational administrators feel that the primary purpose of vocational education is to train people for wage-earning jobs, and consumer education programs would probably get only a small amount of the Federal funds, if any.

Without Federal funding for consumer and homemaking education, the NIE study said it is likely that States would reduce or

eliminate those consumer and homemaking education activities expressly encouraged by Congress in the 1976 amendments—outreach programs, services to special populations, innovative school programs addressing current societal needs, and the staff necessary to coordinate it all.

The more developed, institutionalized C. & H. E. programs—those in the secondary schools—may survive, but are also likely to become more traditional in content, the report said. This would lessen the emphasis on consumer education and decrease the number of students being served.

The Coalition for Consumer Education believes it is important to include a specific set-aside for the consumer and homemaking education program in the reauthorized Vocational Education Act, either as a part of the basic grant or as a separate title.

2. TARGET CONSUMER EDUCATION WITHIN THE CONSUMER AND HOMEMAKING EDUCATION PROGRAM AND AS A MAJOR NATIONAL NEED UNDER THE PROPOSED PART B OF THE ACT

Consumer education must continue to be emphasized within the consumer and homemaking education programs, because much more progress is needed. The NIE study found that the limited amount of Federal money available to the C. & H. E. system has the greatest impact, and is more likely to prompt responsiveness when the funds are used in support of very specific programs.

The Coalition for Consumer Education urges Congress to target funding specifically in these areas: Consumer education programs for adults, preservice and inservice education, and training of State consumer education specialists. These will be discussed later in the testimony.

The Coalition for Consumer Education has reviewed the draft outline of a new Vocational Education Act prepared by the U.S. Department of Education.

The draft includes a new Part B—national economic and skilled work force development program—which is aimed strictly at improving overall economic conditions and solving national problems.

We believe that the ability of consumers to cope with inflation is a major national problem, and that consumer education should be addressed by this new section of the act.

The intent of the proposed part B is to grant funds to States in greatest economic need, which in turn would target funds to adults in economic need who can benefit greatly from consumer education.

We recommend that the act provide for consumer education for adults in economically hard-pressed areas, offered through secondary and postsecondary institutions and other delivery systems.

3. EMPHASIZE CONSUMER EDUCATION FOR ADULTS

Consumer education has its greatest impact when it is provided to adult students. Adults face all the major consumer problems: Managing credit wisely, purchasing a home or car, family budgeting, clarifying their values in allocating limited resources and speaking up for their rights in the marketplace.

The NIE study found that much more Federal consumer and homemaking education funding goes to the secondary programs than to adult and postsecondary programs.

The researchers described the postsecondary consumer and homemaking programs in vocational institutions and community colleges as embryonic or nonexistent in all but one State studied.

While 95 percent of the cost of secondary consumer and homemaking education programs are State-supported, States and local education agencies provide only one-third of the operation costs of programs for adults.

Because adult programs are much more dependent on Federal support—and because they have a greater impact on students—the Coalition for Consumer Education recommends that some Federal funding should be targeted at consumer education for postsecondary and adult students.

The study also found that while the majority of Federal funds flows to secondary schools, the impact of Federal funds is much greater in outreach programs. The most effective outreach programs function within a delivery system distinct from the secondary schools.

Separate delivery systems have the staff to design and implement outreach programs, and to establish the linkages with human service organizations. When secondary teachers instruct adults at night, the goal is more often enrichment than remediation.

The Coalition for Consumer Education also recommends that the reauthorized act should provide for consumer education through a variety of delivery systems, including secondary schools, community junior colleges, technical institutes, Comprehensive Employment and Training Act programs, community schools, work incentive programs, adult education programs, community-based organizations, and health and social service agencies.

Vocational education institutions could subcontract with these organizations to provide consumer education, award grants on a request for proposals basis, offer consumer education using school employees at off-campus sites, or many other approaches.

4. PROMOTE MORE SPECIALIZED COURSES IN CONSUMER EDUCATION

The NIE study found that the home economics field chose to address the special consumer and homemaking education emphasis in the 1976 act by incorporating the subject areas into the existing curriculum structure rather than making them separate courses.

"This pattern is particularly evident in secondary programs," the study said. The "infusion" strategy makes it virtually impossible to measure the increased emphasis on such high priority areas as consumer education, the researchers concluded.

When consumer education concepts are incorporated into regular programs, instructors tend to emphasize the "buymanship" aspects—how to make the best buys in fabrics for clothing construction, how to select various cuts of meats, et cetera.

According to the 1980 National Census Study of Secondary Vocational Consumer and Homemaking Programs, the most frequently taught concepts are consumer buying, decisionmaking, and values, goals and standards.

But consumer education must take a broad-based approach, teaching individuals the essential skills to compete in a complex marketplace, choosing between competing goods and services and helping consumers to understand their marketplace rights and responsibilities.

In 1976, T. H. Bell, then U.S. Commissioner of Education, said:

> The Office of Education needed to broaden the concept of what constitutes consumer education. No longer is it limited to homemaking or the purchase of such articles and services as automobiles, homes, and medical care.
>
> In today's world, consumers' education also has to do with an active citizenship that demands that citizens know about forms of redress, where to get legal help, how to use resources wisely, how to make the consumers' voice heard in decision-making bodies, whether these be industry councils or government agencies. (From a speech at Consumers' Education-Options for Action conference, sponsored by the Office of Education and Office of Consumer Affairs, Chicago, Illinois on January 12, 1976.)

The Coalition for Consumer Education recommends that the reauthorized act provide leadership and incentives for offering specialized courses in consumer education. Such courses could provide broader instruction in the consumer education field and hopefully involve more students.

The National Census Study also found that in the 10 States studied by the NIE, only 6 percent of the total consumer and homemaking education students were enrolled in consumer education.

Thirty-six percent of the 1,147 secondary school consumer and homemaking education programs surveyed in the census study offered a course in consumer education.

This compared with 64 percent of the schools that offered clothing and textiles programs. While some men and women will sew their own clothes throughout their lifetimes, all persons will assume the important role as consumer.

The Coalition for Consumer Education believes that some Federal incentive is needed to urge vocational homemaking programs to steer away from the cooking and sewing emphasis of the past and to emphasize consumer education, which is so critical for survival as an adult.

5. EXPAND PRESERVICE AND INSERVICE TRAINING IN CONSUMER EDUCATION

The Coalition for Consumer Education believes there is one main reason why local schools do not offer more specialized courses in consumer education: vocational homemaking teachers do not feel they are well enough prepared to teach the specialized course.

At institutions of higher education, the consumer education program is generally the stepchild of the home economics department. Teacher education programs generally emphasize foods and nutrition, clothing and textiles, housing and home management, and child development.

Many home economics teachers graduate from a vocational homemaking teacher preparation program having only taken a handful—or fewer—of courses in consumer economics and family finance.

As a result, many vocational homemaking teachers panic when they are assigned to teach consumer education.

Intensive inservice education is critical to improving the effectiveness of consumer education teachers. Indepth training for consumer education teachers—at least 2 weeks for new teachers, and continuing inservice for more experienced teachers—is needed to prepare new teachers and to keep others informed on this constantly changing field.

The NIE study concluded that inservice training is instrumental in promoting program quality and responsiveness to the Federal legislation.

If Congress believes as we do that consumer education should be a top priority of the reauthorized Vocational Education Act, then lawmakers should earmark some Federal funds for inservice programs in consumer education.

6. TRAIN A CONSUMER EDUCATION SPECIALIST TO SERVE IN EACH STATE SUPERVISOR'S OFFICE

One of the most impactful uses of Federal ancillary service moneys is the support of administrative staff, said the NIE study.

The researchers praised the impact of State and regional staff members in helping teachers to modify their programs, to overcome administrative obstacles which may be blocking their efforts to be more innovative, and to prompt responsiveness on the local level.

But many of these State staff members face the same problem experienced by vocational homemaking teachers—lack of academic preparation in the consumer education field.

The Coalition for Consumer Education urges Congress to set up a special national level training program to prepare one vocational homemaking education staff member in every State as a consumer education specialist.

Through intensive training (2 or more weeks in length, followed by periodic in-service training), these consumer education specialists could be prepared to offer technical assistance to consumer education teachers in their State, to help set up new programs for youth and adults, to identify resources, and to establish linkages with all the institutions and organizations in the State involved with consumer education.

To summarize, the coalition suggests six changes in the Vocational Education Act:

One, continue to include a set-aside for consumer and homemaking education in the act;

Two, target consumer education within the consumer and homemaking education program and as a major national need under part B of the act;

Three, emphasize consumer education for adults;

Four, promote more specialized courses in consumer education;

Five, expand preservice and inservice training in consumer education; and

Six train a consumer education specialist to serve in each State supervisor's office.

Thank you for your time and consideration.

Chairman PERKINS. Thank you very much.

I would like to put a question to the entire panel and we will start with you, Mr. Meyer, to answer first, and then we will go through the panel.

I notice that the National Commission for Employment Policy has been concerned consistently with finding ways to increase the earnings of women in poor families, a concern shared by this subcommittee.

Can you tell us if there is any evidence that consumer and homemaking programs have been successful in doing so?

Mr. MEYER. My research for the National Commission for Employment Policy looked at the labor market effects of different kinds of courses.

I looked at the effect of occupational courses, academic courses, and home economics.

Since there is an interest in educational policy being especially helpful to disadvantaged people, I also did some analysis that looked at the effects of these programs for disadvantaged people, minorities, blacks, hispanics: The evidence, I think, is very interesting because it is national evidence, it is not anecdotal, it is evidence that applies on average to what is being accomplished in different parts of the country.

Even in a large national data set the number of disadvantaged people or the number of minorities is not large, so you can say less convincing things when you are speaking about the effects of high school education for those people and for others.

But the evidence did suggest that occupational vocational education, if anything, tended to be somewhat more beneficial for disadvantaged women than even for white women although that depended on the courses.

On the other hand, for home economics courses there was indication that black women, hispanic women who take courses in home economics, in fact, do worse even than white women; which means that although I indicated that sort of a typical concentration of home economics courses for a white high school woman might cost her 3, 4, 5 percent in earnings more if she took more, the number was even higher for disadvantaged women.

Chairman PERKINS. Dr. Green?

Dr. GREEN. I can't cite any research evidence that consumer and homemaking increases earnings capacity, but we believe very strongly that consumer education is the other side of the coin and that is that it improves the worker's ability to get maximum usage from the money that they do earn in employment.

For that reason, that is the reason we believe consumer education concept needs to be broadened and expanded.

Chairman PERKINS. Yes, Ms. Bell, go right ahead.

Ms. BELL. In working with instructional materials for the State of Texas we have interviewed many employers and they have consistently said that the things that they look for most would be the ability of managerial skills of their workers, and also human relations skills. And they look very strongly to the consumer-homemaking for those skills.

Now, I think we might say that we are not really advocating that consumer and homemaking education be taken in place of the occupational training, but we are saying that the loss, the earnings

loss that could be up to 7 percent, could readily be lost very quickly if the poorer women do not have some of the—let me put it this way: If the increase of income means little nutritional requirements that are not met because of the lack of knowledge, and if the food is poorly prepared and wasted, or if an unusually large amount of income is spent for eating out without assurance of nutrition, and if poor consumer decisions are made, and if poor managerial skills are used for families with limited incomes, then we are not—the 5 or 7 percent increase is not going to be any advantage at all.

Dr. BRENNER. I don't know of any evidence based on nationally representative samples that shows consumer and homemaking courses to have a positive effect on earnings, again compared with other courses that students might take.

I know of two courses, Mr. Meyer's work and the Daymont-Rumsberger study, that suggests that students who take consumer and homemaking economics courses have a significant loss in earnings.

Now, these are based on nationally representative samples. If there is evidence that such programs have positive effects on earnings on some students in some places, I would—I am sure that examples of this can be pointed out. But I would suggest that this is a little bit like going to the supermarket and buying a bag of apples.

If you are facing buying a whole bag of apples when you take them home you may find out there are some good ones and some bad ones. And I don't doubt that representatives of consumer and homemaking can point to very fine examples where these programs, a particular program might have contributed to earnings.

But I would suggest that the problem is looking at the program overall. When we buy these programs we are buying the whole bag.

I think the evidence is that when we are buying the whole bag if you are asking about the effect on earnings and particularly if you are asking about the effect on earnings of disadvantaged people, the evidence is that there is no contribution to earnings and that the programs probably reduce expected earnings.

Chairman PERKINS. Go right ahead.

Ms. BALLARD. If I understand correctly, Mr. Chairman, Mr. Meyer did not differentiate between consumer and homemaking and occupational programs.

Since the bulk of our students are in consumer and homemaking it seems that the data is somewhat insignificant, since that is not what we are here to talk about.

We are here to talk about consumer and homemaking education. We have not claimed that consumer and homemaking education impacts on workplace and earnings.

Would it be possible for two other people on this panel to respond to this, Dr. Joan McFadden and Dr. Reba Pittman-Evans?

STATEMENT OF JOAN R. McFADDEN, VICE PRESIDENT, AVA FOR HOME ECONOMICS

Dr. MCFADDEN. I am Joan McFadden, vice president of AVA for Home Economics

I would like to ask Mr. Meyer how he explains that the individuals who took the consumer and homemaking education earned the same as other vocational students during the first year after the training program?

And I would suggest that other factors are involved in the change in earning capacity over the period of time. If we are to follow this logic that Mr. Meyer suggested then perhaps vocational education should only train for upper occupational jobs.

It has never been the claim of consumer and homemaking that these programs would increase the workplace earnings but that these programs would improve the individual skills in the marketplace or in using their earnings.

I would like Reba Pittman-Evans to also comment.

Chairman PERKINS. Mr. Meyer, do you want to respond briefly to that?

Mr. MEYER. Well, there are two issues there. The first issue is when you are comparing people with more and less amounts of vocational education, are you comparing people that are different?

If people in home economics are inherently having higher ability or lower ability, then measurement of earnings differences might be spurious.

So my study was very careful to try to compare people with more or less amounts of home economics among people that were comparable and what I chose as measures to indicate comparability were a whole list of things listed in my testimony, measures of ability, family background, family income, location in the country, a whole host of variables.

So in terms of comparing people with more or less home economics the comparison is for comparable people. Now the question is—the second question then is: How could earnings differences grow over time?

The simplest explanation for that is that people with different kinds of training, scientific, mathematics, and other kinds of occupational training tend to get in jobs with much higher earnings growth potential. They get into jobs that have opportunities for on-the-job training and other advancement opportunities.

If this is a true interpretation of the data then, you would expect that as time went on people with greater learning, greater ability to make use of on-the-job training would have faster growing earnings.

This is true in other examples in the labor market too. People with college education tend to have much faster growing earnings than people who don't and if you look at the earnings effects over time they tend to widen.

So that is a fairly natural and expected growth.

Chairman PERKINS. Let me ask another question. I think we understand the points you have made. The National Institutes of Education study found that home economics serves more disdadvantaged than any other vocational program.

Do you believe that this emphasis on the disadvantaged would continue if home economics were no longer a categorical program? Just answer it briefly.

Mr. MEYER. Two points: I looked at, again, comparable people and tried to see whether disadvantaged people were more likely to

take home economics. In fact, I found that disadvantaged people of comparable background were less likely to take home economics than white women.

The second point is that given a limited bundle of courses that people can take, although disadvantaged people have a lot to gain from consumer and homemaking courses they have much to lose.

Do you want to increase the amount of home economics that a disadvantaged individual takes at the expense of mathematics training, science training? An occupational vocational education? I think the answer is no, if you are interested in increasing the self-sufficiency of these people.

Chairman PERKINS. All right.

Dr. Green.

Dr. GREEN. I think the answer is that there would not be the continued emphasis on working with the disadvantaged. Although we have some doubts as to whether or not the intent is to increase the earnings capacity, we believe that the effect is to increase the spending capacity of the disadvantaged and that is why we are suggesting that funding be targeted at these groups.

Chairman PERKINS. Go ahead, Ms. Bell.

STATEMENT OF REBA PITTMAN-EVANS, DIRECTOR, YOUTH EMPLOYMENT PROJECT, FUTURE HOMEMAKERS OF AMERICA

Dr. PITTMAN-EVANS. If you will permit me, there are a couple of things I would like to share with you.

My name is Reba Pittman-Evans. I am working for Future Homemakers of America. I am here in behalf of Dr. Ida Ballard.

First of all, consumer and homemaking programs create a climate in which students can find the personal reward in motivating themselves to become homemakers and wage earners.

The issue with consumer homemaking is not how much money a student might make or have the potential but we are concerned with providing life skills instead of hobby skills.

I would like to share with you a study conducted by Dr. Kenneth Novak, associate professor, business administration, George Mason University in Fairfax, Va.

His survey was conducted to show that people wanted out of their work. When he asked employees as compared to employers to rank the following five items they chose "an interest in work" as being of most importance to them.

The second was "full appreciation of the work done."

The third was "a feeling of being in on things," the fourth was "job security," and the fifth was "good wages" compared to what employers determined No. 1 being——

Chairman PERKINS. Identify yourself for the record.

Dr. PITTMAN-EVANS. My name is Reba Pittman-Evans, director, youth employment project, Future Homemakers of America.

Chairman PERKINS. That is sufficient. Go ahead.

Dr. PITTMAN-EVANS. While it is important that people make a lot of money it is also important sometimes that people feel good about what they are doing. As far as consumer homemaking programs contributing to either the salary or having a good job, I would like to cite a couple of examples.

Joanna is a home economics student in Port Angeles, Wash. Despite her confinement to a wheelchair, she has mastered clothing contruction skills. She has earned money sewing garments and gift items.

According to Joanna, "Homemaking and economics has given me confidence and persistence in my efforts to succeed." Special adjustments to the sewing machines and notions help Joanna work easily in her handicap. Now she is more eager and relaxed in the classroom. Because of the home——

Chairman PERKINS. I hate to interrupt you, but we have to move on. Could you summarize?

Dr. PITTMAN-EVANS. What is important to Joanna is not the fact—she is not concerned she may not make a lot of money, what is important to her is she feels good that she can do something that makes her, herself, feel important and, her existence, her being.

Chairman PERKINS. Thank you. Go ahead.

Ms. BELL. Mr. Chairman, I believe the question was, Would the disadvantaged continue to be served by consumer and homemaking?

Chairman PERKINS. That is correct, if it were not a categorical program.

Ms. BELL. That is right. I have every reason to believe they would not. They would be, as one Congressman put it to me one time, they would be at the bottom of the heap and would not be considered if we were not categorical.

Dr. BRENNER. The Commission's overall recommendations on vocational education include a strong recommendation that the targeting of occupational programs on disadvantaged people be increased.

The Commission did not take a position on the exact question that you asked, so that my comment here is a personal comment.

It seems to me that given the evidence I have already referred to that the least important portion of the Vocational Education Act to target on disadvantaged people is a consumer and homemaking program.

Ms. BALLARD. Mr. Chairman, I believe you remember that I cited the NIE study that gave us high marks on what you are asking us. Being from a State that has 82 counties and all 82 counties are classified as disadvantaged, we are going to be assured that we are all going to be served. But some States do not have that high a rate of disadvantaged people or depressed areas in their States.

I do believe it is very important to include this in the legislation.

Chairman PERKINS. Thank you very much.

Now let me ask all the panel another question: When home economics is left as a separate program as recommended by some of you or put into competition with other vocational programs as recommended by others, do you think that the Federal law ought to emphasize more particular types of programs to be funded or that the law ought to be loosened up to give the States more discretion?

You all understand that. Answer it briefly. Let's have a brief answer, go across the table there.

Mr. MEYER. I guess it is well known that the Federal Government's share in education and vocational education is small. I think the Federal interest in education is not that it should at-

tempt to control education or direct it, that is the prerogative of local school systems.

I think the advantage from the Federal Government's perspective is that it can increase experimentation, promote research, and can act as a publicizer of programs that are particularly effective and particularly innovative.

I do not think that Federal money should be used as a supplement to regular funds being spent for vocational education.

I think it should be definitely interested in targeting on the fringe of developing new and better programs, it should be encouraging experimental and new development of programs and it should also be concerned with helping disadvantaged individuals.

Chairman PERKINS. Dr. Green.

Dr. GREEN. We believe very strongly that it should be specific. At the State level I am afraid that it would get lost and, therefore, we believe that it should be specifically targeted as we suggested for outreach programs, service to special populations and innovative school programs, addressing current societal needs.

Ms. BELL. The Coalition for Home Economics also believes that it should be specific, because we feel that never before have we needed Federal support for home economics education any more than we do now and that homemaking is something that cannot be handed down traditionally as it once was but it does need Federal direction.

Dr. BRENNER. I think the legislation should not be terribly specific with respect to the kind of programs that ought to be funded because there is such variety in the needs of local areas. I think that the targeting should be done on disadvantaged individuals.

At the secondary level I think that should be done by directing that a higher proportion of funds go to areas with high proportions of low-income families and at the postsecondary level I think the targeting should be done through individuals, through the kind of individual voucher scheme proposals that we have already in such programs as the Pell grants, basic educational opportunity grants, and other programs of that kind.

Ms. BALLARD. I am in agreement with Ms. Camille Bell on the coalition's statement that we believe it should be specific. You asked us to also comment on whether the States should be given more latitude. We would recommend very minimal changes.

We would like to see a little greater flexibility in the planning process within the State, better definitions, and more clearly explained regulations helping us to comply with the spirit of the law.

Although the formula distribution of funds is desirable in flowing funds to some areas, some States have had problems with that. So we think you should take a look at that.

Possibly this would allow some of the more innovative and experimental programs to pockets of population, such as blacks, Orientals, Indochinese, Asian-American where there are just small pockets within a very wealthy area often.

Chairman PERKINS. Let me ask Dr. Green a question.

I am sure you know that the Congress adopted the administration's recommendation and put the Federal consumer education program into a block grant. Will State and local school dis-

tricts use these block grant funds for consumer education? What is your judgment about that, Dr. Green?

Dr. GREEN. The answer is very clearly no. I don't believe that any of the funding that went into the consolidation will ever see any local district, in fact, will never be used for any consumer education program at all.

I know in our State, depending on what the appropriations are, by the time 80 percent of it goes to local districts, and then 21 other programs, special project programs competing for it, there will be virtually nothing for any specialized consumer education program or implementing any of the objectives that we have outlined.

Chairman PERKINS. Mr. Meyer, I would like to have you and Dr. Brenner comment on this question: Your basic criticism seems to be that time spent in home economics takes away from time and other courses and, therefore, women who participate are less well prepared for their jobs.

Doesn't this criticism have less validity today when there has been a dramatic increase in men enrollment in home economics?

Mr. MEYER. Actually, I would say that the criticism has more validity today than ever before and that is largely because labor force participation of women has risen so dramatically.

The primary occupation of women in the first half of the century might have been considered to be homemaking. That seems to be no longer true. The labor force participation has risen dramatically since 1965 and is predicted to rise even further.

In 1979, over 60 percent of women worked. And among disadvantaged people, labor force participation is very high. I think the earnings issue is paramount.

Chairman PERKINS. Go ahead, Dr. Brenner.

Dr. BRENNER. Well, with respect to the proportion of men taking vocational courses, there seems to be some evidence that that has increased, although the overwhelming majority of courses are still taken by women. And I think that particularly if one looks at the intensity of the taking of courses that in most cases men are taking maybe one or two courses, probably in more cases than not, just one.

So that 20-percent enrollment figure for men is probably not an accurate reflection of the percentage of courses that are taken.

Chairman PERKINS. Let me ask all the panel a question and we will start with you, Ms. Ballard, and go across. I think all of you know about the effects of this year's appropriation cuts.

As you know, they cut back home economics from $43.5 million to $30 million. And I would like to ask you if home economics can afford to take another cutback of this magnitude?

Go ahead.

Ms. BALLARD. Mr. Perkins, thank you for allowing me to answer this. In the State of Mississippi we have cut programs tremendously. We have two less teacher education programs than we had due to the Federal cut, we have made other cuts, we have lost 16 programs this year. Other States have had dramatic cuts in programs.

The local level is feeling the pinch of inflation just as we are at the Federal level. It would drastically affect programs to the disadvantaged, minorities, our outreach programs to other areas, the

adult programs, where in times of inflation we need all the education that we can get.

Dr. BRENNER. I guess I would like to point out that we are not recommending a cut in the funds for consumer and homemaking education.

In fact, the recommendation suggests that consumer and homemaking education should be able to compete for the whole pot of Vocational Education Act funds. So I think whether it amounts to a cut or not depends on how solidly the proponents of consumer and home economics education can make their case at the individual State level.

Ms. BELL. Mr. Chairman, in answer to your question: I do not think the consumer and homemaking could stand another cut. Recently in Texas, as we have had hearings for our State plan and several vocational directors have stood up and said that they thought consumer and homemaking was not getting its fair share at the present time because we have more students enrolled than any other vocational program.

So I don't think we could stand another cut.

Dr. GREEN. I don't suppose that they can stand another cut, but I believe that our suggestion that the concept of consumer education be expanded would be a means of accomplishing more with less, because with a broadened concept of consumer education you are bringing in a larger group of individuals who are already doing consumer education.

So we believe that that would be an approach to accomplish more with the existing dollars or even cut dollars.

Mr. MEYER. I guess I believe that if home economics is allowed to compete with other vocational subjects and funds fall, that this is not necessarily a bad result; if home economics is allowed to compete as well with academic needs, basic skill needs and funds fall, if schools decide to spend less, then that is not necessarily a bad result.

Chairman PERKINS. Mr. Kildee?

Mr. KILDEE. Thank you, Mr. Chairman I have no questions. I came down to indicate my interest. I am upstairs with the Labor Standards Subcommittee, one of my own bills under consideration, but I do have a deep interest in this particular area of education. I wanted to benefit from the testimony. I have no questions as such.

Chairman PERKINS. Let me thank the entire panel. Go ahead.

Ms. BALLARD. Based on the last comment made by one of the panel members I would like to request permission to submit additional information in response to Mr. Meyer's position since I have not had time to critically review his research.

Would this be possible?

Chairman PERKINS. That is all right. Just go ahead, without objection, it will be included in the record.

If any other members of the panel want to include something in the record, without objection, you may have that right, all of you.

We will conclude the hearings at this time, but there is a good possibility that we will have other hearings in this area.

I personally feel that we should keep the categorical approach and not have a block grant program.

I am afraid that under a block grant approach the best lobby will be the one that prevails, and a lot of our best programs may never see the light of day if they are block grants. I do not think we should place these programs in that situation.

I hope we will have the votes in the Congress in the future, whether it be in a reconciliation package or otherwise, to defeat such a proposal.

So we are going to do our best to protect your program. We need to build a good record, containing the facts about this program. And we intend to do that insofar as vocational education is concerned.

Let me thank all of you for your appearance. Some of you have appeared here before. We appreciate that. We look forward to your returning sometime in the future.

We may call on some of you when we mark up a bill. We will want to make sure that we don't get a bill in trouble if we mark up one. We extended the vocational education program last year through 1984, but there are ways that we can improve this program, if we can get a new bill through the Congress without doing more harm than good.

So that is the problem that we are confronted with insofar as this committee is concerned. I think Mr. Kildee and the other members of the subcommittee all feel the same way, and the member of the full committee, too.

We want to do the best thing we can for vocational education.

Let me thank you again for attending.

We will convene the hearings next week on school lunch, Tuesday and Wednesday; and Thursday, vocational guidance. We will set up meetings up through next year. In January and February we will hold some hearings on vocational education, and be able to make up our minds by March or April of next year whether we feel we can improve the present legislation without getting harm done to it trying to get it through the Congress. That is the problem we are concerned with.

Thank you very much, all of you, for being here today.

[Whereupon, at 11 a.m., the subcommittee was adjourned.]

[Material submitted for the record follows:]

AVA AMERICAN VOCATIONAL ASSOCIATION

January 18, 1982

The Honorable Carl Perkins, Chairman
House Subcommittee on Elementary,
Secondary and Vocational Education
Rayburn House Office Building
Washington, D.C. 20515

Dear Congressman Perkins:

On November 13, 1981, your House Subcommittee on Elementary, Secondary and Vocational Education heard testimony on Consumer and Homemaking Education by Robert Meyer, a research associate at the Urban Institute. Upon close review of Mr. Meyer's written statement, we would like to offer some different viewpoints and would request that this letter be entered into the hearing report.

1. As Mr. Meyer points out at the beginning and the end of his statement, the data from his study dealt with non-occupational consumer and homemaking curriculum -- courses not specifically designed for the purpose of preparing high school graduates for direct entry into the labor market. Throughout his testimony, Mr. Meyer built his argument against consumer and homemaking education on the erroneous assumption that this instruction is designed to meet the needs of the labor market. This is not the historical, legislated purpose for which consumer and homemaking education is held accountable. His line of reasoning is analogous to measuring the effects of instruction in English with a test of mathematical ability.

Work in the home continues to be a major factor in determining the strength of the labor market, and homemaking continues to be recognized as a productive part of the economy. Workers' quality of life is an important influence on individual job satisfaction and optimum productivity. Not only is family stability linked to productivity in the workplace, but essential homemaker skills are also transferred to the marketplace (decision-making, resource management, bookkeeping/purchasing, communications). Further, homemaking itself has been recognized as an occupation, although unpaid, which makes a significant economic contribution to families and communities.

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2. The second point is that of choice in terms of time spent in various learning areas. One of Meyer's major arguments is that of the "... costs of taking home economics courses..." and the "... significant sacrifices in individual earnings capacity..." which result. Nowhere in his testimony does Meyer address the notion of providing individuals with choices. Further, Meyer never documents any significant extent to which preparation in academic and occupational subjects is "lost" due to women's choices to take home economics. On page 2, he states "On average, women take about 5 percent of their coursework in home economics, about 1 to 2 courses." This hardly appears to be a significant cost, loss, or sacrifice of time.

Rather, we would remind the committee that other testimony given before the committee documents the benefits of consumer and homemaking education to the individual, family and society. These benefits are worthy outcomes that have been historically valued as important to our society. Thus, we do not support Meyer's indirect suggestion that individuals, both male and female, be denied the opportunity to choose consumer and homemaking courses designed to prepare them for the role of homemaker. To take away from the individual the opportunity of choices is to deny the individual a right that is fundamental to our society.

3. In Meyer's relationship between extent of home economics coursework and labor market earnings (page 9), he fails to factor in types of occupations which these women entered. Meyer did not compare people in "like occupations"; he did not consider the selection of certain types of occupations in relation to value bases and course choices made in high school. Clearly, some transcending relationship exists between course selection and types of occupations entered. To compare wages (Table 5, page 11) over time (1 to 8 years after high school graduation) across all occupations is meaningless to the discussion of the value of one particular course of instruction.

4. While we would certainly agree with Meyer's discussion on page 7 concerning the growth and importance of women's earnings capacity over the past 20-30 years, we must point out a larger, morepertinent historical issue -- that of discrimination. At no time does Meyer consider the traditional underpayment of women as the root factor of their lower wages -- rather than pinning the blame on the fact that they took some time within a semester or two to take a course in home economics. We know now that women have been, and in some cases continue to be paid less than men in the same occupation. Thus, if Meyer wishes to address the issue of lower earnings among women, he should consider larger, probable causes (including types of occupations as discussed in point #3 above). His data hardly support the implication that "... wage growth is significantly lower for individuals who substitute home

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economics for alternative academic classes." (page 10) The association made between home economics and lower wages is not substantiated.

In his report on vocational education to the Congress, Henry David points out that basic homemaking skills are needed by both females and males for effective adult living and that those skills serve as an adjunct to wage earning. Dr. David maintains that federal dollars should be directed toward the continued support of consumer and homemaking education.

Today, as more and more adults take on the dual role of homemaker and wage-earner, a significant relationship is built between home life and work life. The values and economics of the family and the home transcend to work places and communities in general. Clearly, home economics education represents a vital component of preparation for work and should be supported by federal policy and funds.

We hope that this analysis and these comments will be of some use as your subcommittee continues its close scrutiny of the past, present, and future of vocational education. We would be pleased to respond to any questions or other reactions which you might have.

Sincerely,

Gene Bottoms
Executive Director

Prepared Statement of American Vocational Association

Mr. Chairman and Members of the Committee:

This statement is presented for the record on behalf of members of the/ American Vocational Association.

As Congress moves to reauthorize the Vocational Education Act of 1963, (P.L. 94-482), a discussion of consumer and homemaking education will occur. It is important therefore to address the questions (1) what is consumer and homemaking education, and (2) why is it included as a part of vocational education?

This paper will answer these and other questions and present recommendations for program thrust in the reauthorized Vocational Education Act.

Consumer and homemaking education prepares both males and females for the occupation of homemaking. The essential skills needed by homemakers include: (1) providing for personal and family development at the various stages of the life cycle and for establishing satisfying personal and family relationships, (2) caring for and nurturing children, (3) providing nutritious food for self and family members, (4) selecting and maintaining housing and living environments for self and others, (5) providing and caring for personal and family clothing, and (6) managing financial and other resources.

The occupation of homemaking requires knowledge and skills that are interrelated and necessary for optimum quality of life for individuals and families. Management skills, and interpersonal relationships are major concepts that unify the content of the subject matter areas: child and family development, clothing and textiles, foods and nutrition, consumer education and resource management and housing.

The above statement of definition has been agreed upon by leaders in the field and printed by the American Home Economics Association, the American Vocational Association, and the Home Economics Education Association.

Consumer and homemaking education has the capability of preparing young persons to enter the work of the home and adults who have already become

homemakers. The need for preparation of males, as well as females, for the occupation of homemaking is greatly increasing with the number of men assuming homemaking responsibilities as single parents or cooperatively with wives who are working outside the ho[illegible].

Should consumer and homemaking education be a part of vocational education? Although included in the Smith-Hughes Act of 1917, this question is still asked after over 60 years. Homemaking is an occupation, although an unpaid one, and on that basis requires preparation for work. A rationale has been built for the monetary worth of the services performed by homemakers: males are assuming additional homemaking responsibilities, more services are being purchased from commercial agencies, and insurance companies are paying for the value of services of a deceased wife and mother. The monetary value of the household work done by a full-time homemaker with several children can exceed the take-home pay of her husband. The monetary value of a husband and wife who are both employed and share the work of the home may equal combined take-home pay of both. The answer to the question is an unqualified "yes, consumer and homemaking education should be included in vocational education." Furthermore, it should be made available to all persons who are already homemakers or will be in the near future.

Future Directions

Social, economic, and cultural concerns have been addressed by consumer and homemaking programs from the beginning of vocational education in public schools. Current conditions will continue to be the basis for consumer and homemaking program emphasis, but these change almost from year to year. Yet, the central core of consumer and homemaking education remains preparation for the occupation of homemaking and the content is adapted to address present conditions. Additional emphasis will be serving special populations and making available education for the occupation of homemaking to as many youths and adults as possible.

Social, Economic, and Cultural Concerns

Three concerns appear to stand out above all others: energy utilization, malnutrition, and school-age pregnancies. Family violence, care of the aged, and inflation as related to family economics and consumer behaviors merit special attention. Each of these can be related to one or more essential skills needed by a homemaker. Individual teachers will incorporate pertinent activities in her/his regular program, but special projects will be needed to make the greatest impact.

Energy in several forms is used daily be every person. The tasks performed in the home such as clothing, preparation of food, and cleaning the house, as well as heating and cooling, consume electricity, natural gas or other fuels. Conservation has not been a habit in our affluent society, even among the poverty group. There are at least three major ways in which consumer and homemaking education can be instrumental in dealing with current and future energy problems. The first is by creating an awareness of the scope of the energy problem. The second is by providing action strategies for dealing with energy conservation in the home and in personal activities. Encouraging the reassessment of attitudes/behaviors by family members is the third; this is perhaps most important for it is through a change in priorities that both individuals and governments change their actions.

Malnutrition and dietary diseases remain a very serious problem. Although nutrition information has been available from many sources, individuals and especially young people continue to make poor food choices. Nutritional needs of the family and of idividuals is a major concern of homemakers although more often than not expressed in terms of food preparation and meal management. Food is an important component of socialization in American life; snacks are an everyday occurrence for many people, yet very few persons are conscious of the nutritional contributions or the calorie intake snacks provide. Milk consumption has

declined as has the consumption of vitamins and fiber-rich fruits and vegetables. But the per capita intake of beef has doubled in 20 years, and the cookie market has grown twice as fast as the population. Although rickets and scurvy are almost non-existent, there are evidences of malnutrition that are not necessarily related to economic conditions nor to lack of a specific nutrient. Coronary heart disease, obesity, dental cavaties, and iron deficiency are the four major nutritional problems in this country. Babies born to poorly nourished school-age mothers have a higher chance of low birth weight which is the greatest cause of infant deaths and deformities. Nutrition is a concern that has remained constantly present because of changing life styles. However, the need is greater today than ever before.

School-age parents and the increasing number of pregnancies occuring among teenage and preteen girls is a socio-economic concern that consumer and homemaking education has addressed for the past several years. The need grows in proportion to the increased number. School-age mothers, whether married or unmarried, are high risks educationally because many drop out of school, medically because of health complications for both the mothers and the babies, and socially because of hasty marriage or single parenthood.

Family violence is increasing; if not in fact, in public awareness. Child abuse is causing the most concern, but marital violence and spouse abuse is a close second. Educational programs such as consumer and homemaking education can help to reduce continuation of what is becoming recognized as a vicious cycle. More than one million child abuse cases are reported in the United States each year. Some estimate that for every case reported, four others go unreported. According to the National Center for Child Abuse and Neglect, 2,000 children die of abuse or neglect each year, making it the number 5 child-killer in

the country. Not only can child abuse and neglect cause death, it can also cause permanent physical injury and serious damage to the child's personality often making it impossible for a child to grow into an emotionally healthy adult. Although there is no "typical" child abuser, there are some common traits. Child abuse and neglect occur in every strata of society and in every race and religion. About 90 percent of abusive parents are married. The average age of the child abuser is 26. Almost one-third of these parents were themselves abused as children. This last point is perhaps the most important reason for attacking the family violence problem. Abusive parents produce a self-perpetuating cycle of violence unless something is done to arrest it.

There is no hard statistics on the incidence of physical abuse of wives, but the indications are that it numbers in the millions. The National Institute of Mental Health estimates that more than half of all American wives have suffered at least one beating at the hands of their husbands. One indicator of the scope of the problem is the fact that when emergency shelters for battered wives are opened, they are always immediately filled to overflowing. While the magnitude of underreporting is not known, it has been estimated that only one-fifth of the actual incidents of wife abuse are ever reported to authorities. Abusive husbands (and wives) are found at all levels of society--there are no limitations in terms of age, race, or nationality, socio-economic status of educational level. Men and women who beat their spouses are likely to have grown up in violent homes and may have been battered as children. Families need to learn coping skills to handle frustrations in nonviolent ways. Consumer and homemaking educators possess the knowledge to help their students to develop effective coping skills.

Care of the aged has become an increasing problem as the life span has been extended. Slightly more than ten percent of the population in 1975 were 65 years

of age or over (U.S. Bureau of Census, 1976). Past generations dealt with the aged in an extended family context by providing care at home. Presently, grandparents are more apt than not to live in their own homes, retirement complexes, or nursing homes. By 1980, those over 55 are expected to be more numerous than the entire elementary and secondary school population. Financial support, physical and medical care, and psychological support are three dimensions of the problem. In addition, many of the elderly will want to continue to be productive by remaining on present jobs or entering other careers. Educational programs must share in retraining this segment of the population, as well as preparing health care personnel for employment in private homes, as well as nursing homes.

Inflation is a growing economic concern that affects all aspects of the life of the nation. Consumer and homemaking educators are aware that they must focus on inflation as related to family economics and consumer behavior. Consumer education as a part of the total program has assisted current and future homemakers to make financial decisions based on personal values and goals as related to their income. Determining quality of purchases and planning for expenditures including budget have also been strongly emphasized.

Homemakers are very aware of the rising cost of food, clothing, housing, transportation, medical care, as well as other family needs. Based on the 1967 index of 100, the U.S. Department of Labor, Bureau of Labor Statistics, reported that the consumer price index for all items increased from 195.3 in June, 1978, to 216.6 in June, 1979. Transportation had the largest increase (185.5 to 212.6) and clothing apparel the least increase (159.6 to 165.7). Utilities had an increase from 217.5 to 239.0. These data indicate a need for the homemaker to understand how their individual purchases affect and are affected by the rising rate of inflation. Consumer behaviors can be changed, and it is the task of consumer homemaking programs to educate for those changes.

These six social, economic, and cultural concerns, as well as others that may emerge during the 1980's, can be addressed by consumer and homemaking education through in-place programs for youths and adults and through programs targeting on special populations. The major purpose must continue to be preparation for the occupation of homemaking with changes in program emphasis to address each of these concerns.

Ten state supervisors selected at random were asked on which of four program thrusts they would spend additional money that might result from appropriations for reauthorized legislation. Parent education with an emphasis on school-age pregnancies ranked first, nutrition education was second, energy education was third, and consumer education ranked fourth. Several of these supervisors would use identical amounts for each of these four. If the appropriation was double the current amount, most of the money would be allocated to be spent by these reprensentative supervisors on programs that address these four socio-economic issues.

C&HE for Youth and Adults

Traditionally there have been three levels of consumer and homemaking programs: secondary, postsecondary, and adult. In addition, there are some programs at the middle or junior high school and, in some few states, programs at the elementary level. Enrollment data indicate that there are still unmet needs at each level although enrollment has been increasing. Total enrollment in 1978 as reported by the Division of Vocational and Technical Education in the U.S. Office of Education was 3,959,000. Of this number, approximately three-fourths were females and one-fourth were males.

Secondary programs are widely offered in every state, although many are largely supported with state monies. Approximately 2.8 million consumer and homemaking students were enrolled in grades 9-12 in 1978. This was almost

three-fourths of the total enrollment in consumer and homemaking education. This can be justified since it is the age level when most persons are preparing to assume adult responsibilities which include homemaking. The increasing number of school-age parents would be another reason for maintaining and increasing enrollment at this level.

Every state plus the District of Columbia, Puerto Rico, and the Virgin Islands has a Future Homemakers of America Association that is an integral part of the secondary consumer and homemaking instructional program. Future Homemakers of American (FHA) not only has state associations, but had 12,398 local chapters in 1978 and a membership of 408,411. Both boys and girls are members of FHA and must have had home economics or be currently enrolled. The activities and projects carried out at national, state and local levels provide opportunities for students to further develop homemaking skills and to gain citizenship and leadership skills. Current social, economic and cultural concerns determine the choice of state and local chapters. One state's 1979 projects include (1) STP - Stop Teenage Pregnancy, (2) A Chance to Live (good health care), (3) It's Your Life - Make it Count (drugs and alcohol abuse), (4) Energy Saved - Energy Earned, (5) Food - Focus on our Diet, (6) Family Unity, (7) Golden Years Deserve Golden, and (8) Everyone is a Homemaker - Find Your Place. A local teacher who is also the chapter adviser can plan with his/her students to utilize those projects selected by the local chapter to compliment classroom instruction.

Each year more high school boys are choosing to enroll in consumer and homemaking classes. An effort has been and will continue to be made to alter course content and activities to appeal to boys and to match more realistically with the reponsibilities being assumed by male homemakers. Over six million males were living alone in 1978 as reported by the Bureau of the Census, U.S. Department of Commerce. Of this number, almost 45 percent were single and almost 14 percent

were under 25 years of age. These data appear to indicate a growing need to prepare young men to manage a home as a single person. Added to this is the small, but growing number of single fathers and the greatly increasing number of husbands sharing homemaking responsibilities with working wives. A program thrust for the future must be a continuing expansion of offerings in consumer education that includes males, but at the same time does not lessen opportunities for females to enroll.

Consumer and homemaking programs have much to offer handicapped persons. Mainstreaming students has resulted in all types of handicapped in classes, a large proportion of whom are EMR (educable mentally retarded) students. Most states have provided some in-service preparation to assist teachers in working with these students. However, additional workshops, curriculum revisions, and development of media are needed to enhance the education of these persons.

Postsecondary enrollment trends differ in longevity from secondary and even adult enrollments. It is only in the past decade that consumer and homemaking classes have been a part of the required curriculum for students enrolled in any occupational preparation program and even now this is not a national pattern. Slightly more than 72,000 postsecondary students were enrolled in consumer and homemaking courses in 1978. Certainly there is a large population of postsecondary students whose educational needs as homemakers is not being met.

Postsecondary consumer and homemaking programs are frequently less comprehensive than secondary programs and focus on consumer education, family living skills, and employability. Programs and curriculum should be relevant for young adults who are preparing for employment, considering marriage, or may already be married and have or soon will have a paycheck to spend. An effective curriculum must be practical, immediately applicable and be suitable for all socio-economic levels.

A program thrust for the 1980's should be increased opportunities at the postsecondary level. Hopefully many more community colleges, technical institutions, and area vocational schools will include a consumer and homemaking course as a requirement for all graduates, both male and female. This will require in-service training for teachers and development of curriculum material.

Adult programs have not tended to be comprehensive, but have contained specialized short courses for which the homemaker could choose the ones that met his/her needs. Nearly 900,000 adult males and females were enrolled in consumer and homemaking education in 1978 which really is only beginning to serve the needs of this segment of our population.

Short courses for adults are needed for development of specific homemaking skills. One priority should be special courses for the disadvantaged, the handicapped, and persons in correctional institutions. A second priority should be parenting, including child and parent-teenage relationships. Meeting nutritional needs and food preparation should be a third priority area. Energy conservation would be the fourth priority and perhaps the most urgent.

The population of this nation is shifting from the majority being less than 30 years of age to the majority being more than 50 years of age. As this segment of our society increases and many of these adults will be retired, there will be a need to provide adult classes that will focus on management of resources including financial and on homemaking skills that can be used to meet altered personal needs. Asian refugees and other non-English speaking adults need help with consumer and homemaking problems. There must be additional emphasis given to adult consumer and homemaking in the years ahead.

Middle schools and/or junior high schools do not always offer consumer and homemaking education. However, there is a need for boys and girls at this age level to have instructional experience that will help them to understand themselves

and their relationships to their parents, siblings, and peers. This is a time when nutrition, drug and alcohol abuse, and sexuality are potential or very real problems. Consumer and homemaking education can make a contribution to preparing young people to make rational decisions based on identified values.

The new legislation should make possible the use of monies for this age level not only to address the personal needs of young teenagers, but also to begin the development of skills needed by a homemaker. The inclusion of consumer and homemaking education at this level should be determined by individual states and/or local school districts.

Elementary schools rarely provide consumer and homemaking for their students. Although P.L. 94-482 authorized federal funding at this level, states have been slow to move in this direction. The reasons given are limited funds, lack of home economics trained and certified elementary teachers, and lack of supervisory staff. It is understandable that elementary programs have not become a priority when this would mean a curtailing of programs at the other levels. The consensus of leaders in the field is that if additional monies were provided other deterrents could be overcome.

A consumer and homemaking education consultant to work with elementary teachers is probably the best solution of how to serve this age group. Such a consultant could provide in-service for elementary teachers, collect media and other instructional materials, teach single concept lessons, and give demonstrations.

Consumer and homemaking education content that is appropriate at the elementary level includes food habits, care and selection of clothing, sanitation and safety, personal finances, family and peer relationships, self understanding, and home responsibilities. One way of looking at a child of this age is that he/she is a member of a family and, therefore, a homemaker. Certainly almost every young child will one day assume the major reponsibility of homemaking.

In summary, it is recommended that sufficient funds be appropriated to make it possible to offer consumer and homemaking education at all levels. Suggested approaches include consultant services at the elementary level, comprehensive programs at the secondary level, and special offerings at the postsecondary and adult levels. However, each state and, in turn, each local school system should make its own specific priorities.

The ten state supervisors who were surveyed indicated that if federal monies were doubled that they would spend part of that money to increase offerings at the elementary, adult and postsecondary levels. This is an indication of awareness of need and willingness to provide consumer and homemaking education for more persons.

C&HE for Special Populations

Many of the socio-economic conditions that exist today did so in 1917. Certainly there were families with extremely low incomes as there were school-age parents, single parents, working mothers, the elderly, the handicapped homemaker, and institutionalized persons. Perhaps society today is more aware of the needs of these persons, as well as the large number who are in these categories. Certainly consumer and homemaking education can and should continue to serve these various target groups through either regular in-school programs and/or special classes.

School-age parents and the increasing number of pregnancies occuring among teenage and preteen girls is a concern consumer and homemaking curricula must address. A very effective solution is to approach parenting and child care, management of financial and other resources, nutritional knowledge and food use, sex education, and family relationships utilizing the responsibilities and challenges facing these young people. Certainly in such a program there are great possibilities for relevant instruction. However, there are advantages to

providing classes that are open to a mixture of sexes, races, economic incomes, and social levels. Young fathers rarely identify with the young mother unless married and apparently are infrequently included in programs designed for school-age parents. A class open to all students provides an opportunity for boys, whether or not fathers, to participate in a most relevant educational experience.

A number of states are currently using federal monies for special funded projects at the secondary level. It is expected that many of those will be absorbed into the regular program when additional funding is terminated. An increase in these projects is needed so that every school district in the nation will eventually be providing education that is relevant not only for school-age parents, but also for their peers who are not yet parents.

Single parents have not only increased in number, but also are more widely accepted, particularly fathers having or sharing custody of children. Single women head 12 percent of all American families which is double the percent in the 1940's; single men head about two percent of all families. Consumer and homemaking curricula to be effective must address this social change.

The management skills needed by the single homemaker are even greater than those usually required by the married parent since he or she must do all the homemaking tasks shared by two persons. Management of financial resources is of paramount imporatnce for all too often income is limited. Housekeeping responsibilities such as meal preparation, laundering, dusting, and vacuuming frequently take precedence over the parenting responsibilities. An effective curriculum would place as much if not more emphasis on parenting and care of children as on managing the household.

Special adult classes for single parents should be a program thrust for the next decade. Offerings at the postsecondary level would serve single mothers who may also be displaced homemakers and are being prepared to become employed,

as well as single fathers enrolled in postsecondary schools who also have need of such preparation.

Displaced homemakers need more assistance than consumer and homemaking education can provide for they need job skills. However, consumer and homemaking education has a very necessary contribution to make and should be included in all displaced homemaker programs. The unique contributions include teaching financial and resource management, job acquisition skills, personal improvement techniques, and acceptance of self. Locating short-term, inexpensive child care facilities is another possible service that can be rendered, as well as providing parenthood education where needed. A program thrust for consumer and homemaking education for the next half decade should be assistance to displaced homemakers.

The elderly segment of our population can be served through special courses which include nutritional needs, food preparation, and crafts. An innovative program found in several large urban areas has trained the elderly to be volunteer child care aides and to be involved in a cross-age parent education program. Frequently programs for this clientele are housed in nursing homes, retirement complexes, and special centers maintained by a Council for the Aged. Mobile units have been particularly effective in carrying programs to the elderly. However, it is not so much where the classes are held, but how the content meets the needs of the elderly.

Teenagers and young adults can profit by learning about the problems of the elderly, how to cope with an aging grandparent, and how to plan for that stage of the life cycle. Future Homemakers of America chapters frequently have projects related to the elderly.

Additional projects for the elderly are needed to meet the needs of this increasing portion of our population. Hopefully, consumer and homemaking education will be encouraged to continue this program thrust.

Persons in correctional institutions are found in prisons, "half-way houses," and restitution or rehabilitation centers. They may be alcoholics or drug offenders, as well as convicted criminals. Those ready for probation or in a half-way house or in a work-release program have specific needs that consumer and homemaking programs can help meet.

Consumer and homemaking education for these persons should include consumer education, personal relationships, and nutrition as related to their specific conditions. Coping skills, value clarification, and self-concept should be included in these three content areas. Although any phase of education as well as life experiences contribute to these, consumer and homemaking education can and should play a significant role. Coping is defined as an action that enables one to adjust to environmental circumstances to get something done; coping skills for these persons include managing money, maintaining desirable food habits, relating to family and to people in the outside world. Improving personal appearance is an equally significant focus particularly when relating clothing, nutrition, and self worth. Consumer and homemaking programs can assist persons in correctional institutions to become employable and ready to acquire occupational skills in order to earn a living.

It goes without saying that these programs must be taken to the prisons or centers that house these persons. An important thrust for consumer and homemaking education is to provide programs for persons in correctional institutions.

Low income and/or disadvantaged persons made up 12.3 percent of the population in 1975 (U.S. Bureau of Census, 1976). These persons were classified at the poverty level for a non-farm family of four with an income of less than $5,500. It can be assumed that most of these groups were culturally, as well as economically, deprived. Probably many were members of a minority race.

Consumer and homemaking program offerings should contain practical information presented in a manner that can be immediately applied to everyday living

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problems. The courses should be taught in centers convenient to the clientele since frequently they are reluctant to attend meetings in a school building. Content that is needed most by disadvantaged persons includes nutrition as related to meal preparation and feeding a family on a low income, child care and parenting, and management of resources.

Low income and/or disadvantaged persons can be found in pockets of poverty in both rural and urban areas although the number in rural areas is naturally smaller and the pockets further apart than the urban areas. Consumer and homemaking education is attempting to provide courses for low income and/or disadvantaged persons, but this should be an expanded thrust for the years ahead.

In summary, it is recommended that legislation continue to make it possible to provide consumer and homemaking education to special populations. Obvious target populations at the present time seem to be those outlined in the proceeding paragraphs, mainly school-age parents, single parents, displaced homemakers, the aged, persons in correctional institutions, and low income and/or disadvantaged persons. It is further recommended that state and local agencies determine which of these special populations have the most need and initiate programs consistent with a priority listing.

Ancillary Services

The quality of instructional programs is enhanced when adequate ancillary or support services are made available. These services may be provided at the national, state and/or local levels. The various types of services should be enumerated in the consumer and homemaking education subpart of the reauthorization legislation.

Ancillary services named should include teacher training, curriculum development, research, and program evaluation. Development of instructional materials, provision of equipment and educational media, exemplary and

demonstration projects should also be listed. Teacher supervision and state administration/leadership are two support services essential to continuing quality programs.

States that provide monies to the teacher education programs in colleges and universities receive in return assistance in providing ancillary services to the total state program, as well as to local schools and to groups of teachers. The state administrators of consumer and homemaking education programs provide supervision of teachers through group meetings, as well as through local school visits. Staff development activities are planned and carried out to assist teachers to make their instructional programs relevant to student needs based on societal changes. It is also through these activities that teachers become aware of ways to meet the legislative mandates.

Evaluation of Programs

Program evaluation in vocational education is usually in terms of enrollment, completers, and employment. Consumer and homemaking educators can report the number enrolled by sex, race, disadvantaged, and handicapped. It is not so easy to report the number who complete a program, but the number who have had one year of instruction or two years can be reported. The number employed would be simple if based on the premise that everyone is eventually a homemaker since the number would be at least 99 percent.

Evaluations should be qualitative, as well as quantitative. Descriptive data that relate to national goals, as well as objectives of state programs, are essential if quality is to be assessed. Evaluation processes should be designed to assist teachers to measure attainment of local program objectives, as well as to report to state and federal agencies.

Summary

Consumer and homemaking education is unique in its need for added support from federal funds. Although the Education Amendments of 1976 define work as paid and unpaid employment, in vocational education the predominant focus has been, and is, to prepare persons to earn a living. Although the occupation of homemaking is generally accepted as being essential for maintaining the family as the basic unit of society, it is more difficult to quantify the economic worth of this occupation than other occupations for which vocational training is provided. Some progress is being made in public recognition of the economic contribution of homemaking, but the educational and social contributions of the home still are not given the same value among many people as those activities which lead to a specific wage, salary, or profit.

Homemakers have always been discriminated against. It is, therefore, as much a responsibility of the federal government to provide support for this educational program as it is to provide funds for other programs designed to eliminate discrimination. One way for the nation to affirm its belief that family functions and education for family life are worth while is to continue funding consumer and homemaking education and provide incentive monies for particularly critical areas of concern.

CONSUMER AND HOMEMAKING EDUCATION

Recommendations for Reauthorization of
The Vocational Education Act, P.L. 94-482

1. Consumer and Homemaking Education should remain a separate component with an authorization and clearly defined purposes.

2. Consumer and Homemaking Education funding should be to extend, expand and improve Consumer and Homemaking Education Programs for males and females at all instructional levels in light of successful practices, assessed needs of the population, changing needs of the occupation of homemaking, and national priorities for populations and areas of concern.

3. Priority for federal funding should go to Consumer and Homemaking Education programs that address:
   - Energy use in the home
   - Family economics and consumer behavior
   - Nutritional status
   - Parenthood
   - Family violence
   - Aged family members

4. Federal funds should help focus Consumer and Homemaking programs toward needs and services required by special population groups including:
   - School aged parents
   - Single parents
   - Elderly
   - Persons in correctional institutions
   - Low income and/or disadvantaged

   Many of the innovative outreach programs for adults will need federal funds to sustain them.

5. Federal funds should increase opportunities for enrollment in postsecondary Consumer and Homemaking programs.

6. Increased emphasis in federal funding should be given to adult programs in Consumer and Homemaking Education.

7. Funds shall be used for instructional programs including, but not limited to:
   - Foods and nutrition
   - Consumer education
   - Family living and parenthood education
   - Child development and guidance
   - Housing
   - Home management
   - Clothing and textiles

8. Federal funds shall assist to improve and expand support services for Consumer and Homemaking Education which include:
   - Teacher education
   - Curriculum development
   - Research and dissemination
   - Supervision, administration and leadership
   - Program evaluation and technical assistance
   - Professional development

PREPARED STATEMENT OF MARIE H. GILLESPIE, SUPERVISOR OF HOME ECONOMICS, BUREAU OF HOME ECONOMICS, OFFICE OF OCCUPATIONAL AND CAREER EDUCATION, NEW YORK CITY PUBLIC SCHOOLS

I am Marie Gillespie, supervisor of Home Economics, with nineteen years of experience teaching home economics and serving in other capacities in the New York City Schools. I want to thank you for the opportunity to discuss Consumer and Homemaking education, and the importance of reauthorization of the Vocational Education Act. Many programs found in Consumer and Homemaking education today would not be possible without the categorical support given to the field as part of federal legislation for vocational education.

I can tell you how past funding has helped us to provide innovative, quality programs which have contributed to the education of urban, disadvantaged boys and girls, men and women. For this I use our experiences in New York City and New York State from which to draw my information.

Contrary to newspaper and magazine accounts, students in the burned and ravaged South Bronx, the crime ridden streets of Midtown, the drug infested alleys of Harlem and the turn of the century tenement areas of Brooklyn's Bed Stuy, do want to learn, do go to school and do achieve. Consumer/homemaking and occupational home economics classes certainly play an important role in motivating children from these disadvantaged areas to remain in school, to learn new skills and to cope with the complexities of living in an urban metropolis.

For 1980-81, innovative programs in New York City included:

- Home Economics Occupational Education in Hotel/Motel/Hospitality
- Human services which included Gerontology
- Child Care and Parenting including Day Care for Young Parents in a drop-out retrieval center
- Career Awareness and Entrepreneurship for 9th grade junior high school boys and girls

- Peer Education training for youth club members
- Expanded Consumer and Homemaking Education programs for high school dropouts, adult homemakers and senior citizens

In the Crown Heights section of Brooklyn, two Consumer and Homemaking teachers have developed an innovative technique for infusing the basic reading and writing skills into their classes.

This program is the first attempt in New York City to help students in Consumer and Homemaking classes become competent in the basic skills while attacking the problems of coping with family life in this large city. This dynamic program not only addresses the Consumer and Homemaking curriculum but meets the city requirements for competency remediation as well as being partially preventive.

Funding for Consumer and Homemaking education will make possible the replication of this program by providing in-service training and materials for further development.

High school Consumer and Homemaking courses, unlike many of the specialized courses in New York schools, are offered on a democratic and equitable basis. Students are not required to live in certain zones, take special tests, display various characteristics, but are programmed on an equitable basis which includes mainstreamed handicapped students on a sex bias free basis.

Teachers report "They (students) may skip every class but they show up for Consumer and Homemaking classes."

With more than half the mothers of school-age children in the work force, home economics courses are being updated to reflect the changing role of the child in the two paycheck family as well as the one parent family. A New York Times article, dated Monday, March 8, 1981 cited the example of a consumer/homemaking student at a local junior high. The student stated that as a result of taking consumer/homemaking courses, she has been able to make an improvement in the quality of life in her single parent family.

The Consumer/Homemaking courses found in 50 comprehensive high schools and 174 intermediate and junior high schools in New York City cannot continue to serve and reach all students if facilities and teachers are cut-back due to reductions in federal funding. These funds are needed to provide supportive services necessary to keep programs viable and in operation.

The programs in New York City address the statewide VEA priorities of expanding and updating curriculum and equipment to meet the changing technological needs of industry. These funds have made it possible to address the needs of junior high students in consumer/homemaking classes, grades 7-9, in the area of career awareness and orientation. With continued support and funds the ten junior high schools with approximately 475 students involved in our pre-vocational program will be expanded to twelve junior high schools this year and hopefully 15 in 1982-83. The greatest strength of this program is our ability to increase career and self awareness to younger students.

In 1980-81, special needs for youth, including pregnant teenagers and young parents were reached through a funded program: Consumer/Home/Management/Parenting Program for Special Needs Youth - 714 female and 96 male students were offered bi-lingual (Spanish) instruction by teachers trained through this project.

Not only was this program designed to help these disadvantaged, largely minority students, cope with family life skills, but to address the problem of child abuse which is often related to teen parenthood. In addition, through this program it was possible to provide an innovative child care program for the children of young parents who are attending the Brooklyn Learning Center which is a retrieval center for high school dropouts. Day care, Parenting Skills as well as child care career training were offered. This program has served as the model for additional programs in all 5 boroughs, planned with Human Resources Administration and tax levy funds.

As one student explained, "this program has enabled me to view my life differently - with new hope".

Unfortunately funding of this program has been cut for 1981-82 therefore no other similar innovative programs can be implemented.

Adults household decision makers, who lack skills dealing with the increasing cognitive and complex functions of homemaking are able to receive support and direction through the consumer/homemaking programs. For these adults, hard hit by unemployment and rising prices, the seven fixed center sites and sixty-seven outreach centers throughout the five boroughs of New York City offer realistic solutions to the daily problems of survival.

Operating from public schools, community centers, storefronts, apartment buildings and public housing scattered throughout the city, the ACE program provides assistance and training to over 48,000 adults yearly.

This program of free, informal classes that teach consumer survival skills, such as household budeting, sewing, comparison shopping, credit buying, nutrition and much more, increases the consumer and homemaking skills of the economically depressed of our city. The program instructed

students in becoming contributing and functioning citizens of our society. To continue serving this population with this effective program we need the resources made available through VEA funds.

Another successful addition to the Occupational Home Economics program is the Future Homemakers of America, a student organization, co-sponsored by the U.S. Office of Education, Division of Vocational Education and the American Home Economics Association. The organization has an active membership of over 400,000 boys and girls nationwide.

The nineteen chapters with 325 members form the New York Citywide Council. This is a rapidly growing network of youth directed, youth planned clubs. With funds available to train teachers, it is projected that we can anticipate making clubs available to 600 students in over 30 clubs by 1984. Activities give students a chance to take charge of their school lives, make decisions and carry out projects which reflect their concerns.

Noteworthy is their peer education project, Healthy Babies: Chance or Choice, a National project which was developed to respond to the growing problem of teen age pregnancy and child abuse.

Boys and girls including handicapped and all minorities present in New York City are active members and have been able to have a positive impact on their peers.

Supportive service which include teacher and student training are made possible through VEA funding. Cut backs in funding means cut back in student clubs.

We must avoid perpetuating the problems of the unskilled, the uneducated youth, especially minorities and the handicapped, who for so long have had to struggle against forces and barriers of inequality and inaccessibility. We must avoid the problem of perpetuating poor preparation for employment, for parenthood and for survival. We look to Vocational funding to assist states and localities in the development and expansion of programs essential for maintaining the family as a basic unit of society and in eliminating discrimination against homemakers.

PREPARED STATEMENT OF DOROTHY HORRELL, STATE SUPERVISOR, VOCATIONAL HOME ECONOMICS EDUCATION, STATE BOARD FOR COMMUNITY COLLEGES AND OCCUPATIONAL EDUCATION, DENVER, COLO.

Mr. Chairman and Members of the Subcommittee:

I am Dorothy Horrell, State Supervisor of Vocational Home Economics Education in Colorado. I appreciate the privilege of appearing before your subcommittee to discuss the pressing needs of Consumer and Homemaking Education.

In his book, The Third Wave, Alvin Toffler writes: "A new civilization is emerging in our lives . . . this new civilization brings with it new family styles; changed ways of working, loving, living; a new economy; new political conflicts; and beyond all this, an altered consciousness as well."

Changes in all facets of society affects the family; hence, have implications for education which has that as its focus - Consumer and Homemaking Education. The American family is continuing as a significant social unit, but changing all the while. Today, only 13 percent of U.S. families have a working father, stay-at-home mother, and one or more children. There has been a rise in the number of single-parent families, single-person households, childless couples, and working mothers. One out of two marriages ends in divorce, three out of four teen-age marriages end in divorce. In spite of the high divorce rate in this country, most people marry. If they divorce, they remarry - often creating a complex system of family ties.

Many problems of families stem from early marriage. Young people often make serious commitments before they are ready to assume the responsibilities. Research of the Alan Guttmacher Institute indicates that 7 million teen-age men and 5 million teen-age women are sexually active. An estimated 1,100,000 teen-agers became pregnant in 1978. More than 500,000 carried their babies to term and over one-half of the babies born to such teen-agers were born out of wedlock.

Pregnancy is the leading reason high school girls drop out of school. The physical, social, and economic consequences of childbearing for teen-age mothers and their babies are severe. According to Sol Gordon, every area of pathology (whether using indexes of crime, delinquency, child abuse, school dropouts or other) can be related to being born to a teen-age mother. Relatively little attention has been given to teen-age fathers, but one study does show that 50 percent were from families without fathers and that they lacked social maturity and a sense of responsibility.

Consumer and Homemaking is addressing these specific issues facing families throughout this nation. Since our programs are preventative in nature, it is sometimes difficult to show effectiveness. For example, there is no way to show the number of teen-age pregnancies prevented because of our efforts; however, Dr. Noel McIntosh, a gynecologist from West Virginia University, tells us that education does work. Through a cooperative program with health professionals, the teen-age pregnancy rate in Preston County, one of the highest in the nation, dropped below the national average in just three years. Dr. McIntosh feels that the Adult Roles and Function classes and the peer education through the Future Homemakers of America had a significant role in bringing about the change.

It has been estimated that one-third of our nation's health care costs are due to poor nutrition. Attitudes toward food are as important in achieving a balanced diet as is nutritional knowledge. Teen-agers appear to make the poorest food choices in our society. Sixty to seventy percent of American teen-agers are living on one meal a day and snacks. They suffer from nutrient deficiencies, overweight, and obesity problems.

An excessive preoccupation with weight and an emphasis on thinness in the fashion world has prompted girls, many of whom are not overweight, to go on diets that may be damaging to their health, says Dr. Joan Mallick of Cleveland State University. An extreme example of unnecessary dieting is the condition Anorexia Nervosa which affects as many as one teen-age girl in a hundred. Anoretics starve themselves into mere skeletal states, sometimes resulting in death. As a part of her Consumer and Homemaking program, a Pueblo, Colorado, student conducted a personal health analysis. As a result, she went to the doctor and was diagnosed in the beginning stages of Anorexia Nervosa. The doctor was surprised she sought medical attention, as this is not a common practice in most of these cases. He credits the class with making her aware of this potentially dangerous behavior.

A pervasive problem associated with teen-age parenting is the nutritional status of the mother and its relationship to birth defects. The incidents of dietary inadequacies is higher during adolescence than at any other stage of the life cycle. When nutritional intake of a female has been inadequate prior to conception, the toll is exacted from both mother and baby.

Adequate nutrition is also a major concern among the elderly of this nation. Helping the aging achieve adequate nutritional intake on a limited income is a major focus in many adult programs in Consumer and Homemaking Education.

At every level, Consumer and Homemaking Education is needed to provide nutrition information, encourage improved eating habits and help persons achieve an adequate diet under a variety of circumstances.

Every day, the age 65 and over population increases by 1500 persons; if the birth and death rates stay the same, one of every four Americans will be over 65 in the year 2000. Whereas a high proportion of both aged men and women live in poverty, older women are particularly vulnerable. Adult classes focusing on management of resources and homemaking skills to meet altered personal needs have been successful but must be expanded. Consumer and Homemaking is the vehicle through which younger students can study positive aspects of growing old and develop skills in which families and societies can respond to older persons needs without increasing their dependency.

As crime rates increase, studies continue to link the unacceptable behavior of inmates in correctional facilities to family background and poor experiences with others. Diagnostic tests indicate that incarcerated youth generally score below average for achievement levels in reading, math, and language skills at the time of their admission to an institution. The background of inmates include deprived family situations and most have a poor sense of what it takes to survive or succeed.

Consumer and Homemaking is helping and should be encouraged to continue addressing the needs of youth and adults in correctional facilities. They can help inmates gain basic everyday living skills, develop coping skills to deal with crisis situations, and develop socially acceptable behavior with all people, not just with other delinquents.

Consumer and Homemaking programs have proven worthwhile in this area. They have affected behavior and have had an impact on the lives of incarcerated persons. While statistics are not available to prove these statements, several incidents provide evidence. For example, at the West

Virginia Industrial School for Boys, one boy had a tatoo on his arm that said, "Born to Raise Hell and Collect Food Stamps." This tatoo and the attitude it represented was a real concern to the teacher. As the days in class went by, this became a concern of the student also. After a brief trip home, the boy returned to the institution with his tatoo removed. Those who know the pain of removing a tatoo can see that the Consumer and Homemaking program must have meant something special to that young man.

Incidents such as this support our contention that Consumer and Homemaking is needed to continue its efforts in improving productivity of the individual.

Family violence is increasing; if not in fact, in public awareness. Child abuse is causing the most concern, but marital violence and spouse abuse is a close second. Educational programs such as Consumer and Homemaking can help to reduce continuation of what is being recognized as a vicious cycle. More than one million child abuse cases are reported in the United States each year. Some estimate that for every case reported, four others go unreported. According to the National Center for Child Abuse and Neglect, two thousand children die of abuse or neglect each year, making it the number five child killer in the country. Not only can child abuse and neglect cause death, it can also cause permanent physical injury and serious damage to the child's personality, often making it impossible for a child to grow into an emotionally healthy adult. Through parenting education, students can explore the physical, emotional, and economic responsibilities of parenting.

In Denver, Colorado, abusive parents are referred by the Social Services Department to parenting classes taught through the Homemaking program at Emily Griffith Opportunity School. A goal of these classes is

to provide parents with constructive activities for interacting with their children. One day, after demonstrating how to read a story to children, the teacher asked the class of nine how many had been read to as children. Not one raised their hand. Since then, reading a children's book has become a regular part of every session and a lending library has been established.

Single parents have not only increased in number, but are also more widely accepted, particularly fathers having or sharing custody of children. Single mothers head 12 percent of all American families and single fathers about 2 percent. Consumer and Homemaking classes offered at a housing development for low income single parents in Colorado concentrate on parenting and management skills. Other parenting classes have been designed particularly for parents who are handicapped, have handicapped children, or are limited English-speaking.

Consumer and Homemaking instruction is a necessary component of Displaced Homemaker programs. The unique contributions include teaching financial and resource management, job acquisition skills, personal improvement techniques, and acceptance of self.

Low income and/or disadvantaged persons are served through community-based classes. Paraprofessionals instruct such courses as "Utilizing Commodity Foods," "Basic Home Maintenance," and "Paying Less for Utilities." Demonstrations are held at Food Stamp distribution centers and homemakers receive recipes for low cost nutritious meals.

Housing is one of the major expenditures of adult life and deserves careful consideration. The American dream of owning a detached dwelling on its own lot carries quite a price tag these days. The National Association of Realtors predicts that the medium price of a home will go

up about 65 percent from 1980 to 1985 and reach $102,000. Shortages of various kinds loom large in relation to housing. Not only is land scarce where people are likely to be employed, but energy shortages will help shape housing choices in the future.

Because of the significance of housing to the well-being of the family, Consumer and Homemaking empha-izes locating housing to meet family needs, legal aspects of housing, costs, energy, and special needs of the handicapped and the elderly. Educational needs in the area of housing will become more critical to families during the next decade.

In half of all U.S. marriages, both husband and wife work for pay outside the home. Four out of ten young women now in high school will become heads of families and will be the sole support of themselves and their families. The average young woman today can expect to work outside her home for pay 40 years if she is single; 30 years if she marries, but has no children; and 15 to 25 years if she has children. In 1979, full-time women workers had median annual earnings of $6,894 less than men.

The influence of inflation, unemployment, and low income produces stress and tension in families. This can be relieved by educational programs designed to help persons cope with these situations. In a poll conducted for the White Conference on Families, respondents indicated that the high cost of living is one of the most important problems families are facing.

Family income is not the only factor that determines how well the family lives. Spending the money to good advantage is often as important as the amount of income available. Studies indicate that only one-third of the adult population can function adequately as consumers. Many families have serious financial troubles. The total number of

bankruptcies in America has more than doubled since 1960. Approximately 90 percent of the petititons filed are for personal bankruptcy. Over a period of years, studies have shown a substantial portion of bankruptcies are filed by young people with heads of households under age 30. Another 20 percent of the population is classified as excessively indebted. Those with excessive debt will make it only i' no crisis, such as unemployment, birth of a child, illness, accident, or natural disaster, occurs.

These statistics are not really very surprising when one compares the amount of money spent on advertising and the amount of money spent on Consumer Education. Estimated expenditures for advertising during 1979 were $49,720,000. When this is balanced with the 43 plus million dollars for Consumer and Homemaking, plus additional federal, state, and local programs, the Consumer Education programs in this country fall considerably short of media pressures which appear to control the consumer behavior of most Americans.

As the economy and consumers change, so must Consumer Education. Individuals must be able to influence the market place rather than simply reacting to it. The concept of quality versus quantity is considered when students in Greeley, Colorado, explore voluntary simplicity--a lifestyle that consists of substituting human energy for mechanical energy, examines alternative uses of renewable energy sources, and considers indirect energy costs when buying and using goods and services. Colorado is one of several states in which Consumer and Homemaking has taken a leadership role in developing curriculum that helps students become aware of the scope of the energy situation, practice action strategies for energy conservation, and reassess the attitudes and behaviors by family members.

Support of Consumer and Homemaking Education in Vocational Education is a sound, cost-effective investment. Certain national goals can be achieved best if there is federal support. Prevention of or alleviating problems that impact our families is necessary in achieving national priorities. Helping a family successfully manage their money rather than becoming an applicant for bankruptcy, preventing a teen-age pregnancy and the costs related to child birth and rearing, or improving attitudes that make a worker more productive at paid employment, have long-term implications and economic payoffs for the family and our society. It would take very few incidents of prevention per state to actually equal the amount of money being invested in Consumer and Homemaking Education. The benefits to the social, emotional, and financial stability of families reached are impossible to calculate.

Studies show that family stability influences productivity on the job. Relationships of work and home are interrelated and do not occur in isolation. The dual role of homemaker and wage-earner is important to our national economy. Studies have shown that individuals are better workers when their physical needs are met through nutritious meals, safe and comfortable home surroundings, and the like. They are more employable when the home has emphasized such values as responsibility, honesty, and pride in a job well done. They are more stable when the home has provided a sense of security through affection and mutual trust. The quality of the home foundation can make all the difference with respect to the way family members perform in their various roles--including that of employment.

It is my opinion that the most pressing needs for Consumer and Homemaking education are:

1. Continued categorical funding or other legislative assurance of education for the occupation of homemaker.
2. Expanded funding for Consumer and Homemaking programs to strengthen and broaden the established delivery system.

Since the Vocational Education Amendments of 1976, much has been accomplished in providing services and training through Consumer and Homemaking Education as specified in the legislation. Problems covered in this paper such as teen-age pregnancies, nutritional inadequacies, and child abuse and neglect did not occur overnight, and we in Consumer and Homemaking have made great strides in creating in-roads to help slow down and, in some cases, prevent further escalation. I have often been reminded that the reward for doing something well is the opportunity to do more. We must strengthen and expand our delivery system--in addition to continuing to provide programs for those targeted audiences identified in the 1976 legislation, new problems and circumstances have created other needs. In many instances, families must do more with less. This particularly affects the choices in acquiring goods and services. As public assistance is cut back and, in some cases, eliminated, more stress is felt and education must provide the skills for individuals to assume responsibility for themselves. This certainly is not automatic. We in home economics deal with families of all ages, races, configurations, and economic conditions. We must have the latitude to adapt our resources to meet the needs--whether it be a Laotian family with limited English-speaking ability, a family employed in the oil shale development areas and experiencing the impact of a boom situation which stresses the resources of the community and the family, or a family utilizing a mini-computer to aid in the management of their home.

We find ourselves dealing with the results of yesterday, the realities of today, and the challenges of tomorrow. The quality of Consumer and Homemaking Education in the future depends to a great extent on the continuation of such ancillary services as teacher training, curriculum development, research, program evaluation, and innovative programs. These program components should be the catalyst that enables Consumer and Homemaking Education to meet the constantly revolving social, economic, and cultural needs of people. We in Consumer and Homemaking do not pretend to be the panacea for all of society's ills. Our backgrounds and training do provide us with certain insights into what is likely to happen and which actions can be taken to prevent future social problems from becoming full-blown crises. Michael Novak's statement, "A people whose marriages and families are weak can have no solid institution," seems to support the concept that training in Consumer and Homemaking, which focuses on families and the development of individuals in the context of families, is not a luxury for our country, but a necessity. Matters of daily family living are affected by what happens in the larger society and, in turn, what happens in family life affects what happens in society. Consumer and Homemaking is the most effective delivery system for education concerned with home and family life problems and issues. The ability of individuals and families to cope with, adapt to, manage, or alter the issues, pressures, and situations they face is the role Consumer and Homemaker is addressing now and needs to continue to carry out in the future as our contribution to this nation's greatness.

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National Association of Vocational Home Economics Teachers

Thirtieth Year 1951–1981

November 13, 1981

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The Honorable Carl D. Perkins
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My Dear Mr. Perkins:

Thank you for holding the hearings on Consumer and Homemaking education these past two days. I was not one who testified but I was present in the room on Friday.

Also, I would like to thank you for your past and continued support for consumer and homemaking education. The profession is pleased to have key legislators on our side.

I would also like to add a few remarks to what has already been given.

First, we seem to be talking about apples and oranges. No one has necessarily said that the Consumer and Homemaking education is being taught to allow students, either disadvantaged or minority or the students in the consumer and homemaking classes to earn more money as a profession but that the classes are necessary for the teaching of managerial skills; conservation of time and resources and the pre-employment skills that are necessary.

Another point that was not brought out was the fact that the numbers of students in the occupational courses such as business education, distributive education or health occupations; traditionally courses for female students; how many of these students have had courses in home economics at a lower level such as intermediate home economics in grades 7 or 8 or high school courses in the 9th or 10th grades in high school.

An Affiliate of the American Vocational Association

The consumer and homemaking education program serves many purposes; one of which is to teach pre-employment skills; to organize the time, to look your best, to feel your best and to have the necessary knowledge of skills in parenting and child care, buymanship and how to handle the pay check. If the home economics program does not teach these pre-employment skills, many of the other vocational programs would have to establish such courses in their curriculum.

Let each department do what they do best. We have programs in Occupational Home Economics that are beginning to gain in numbers. If the consumer and homemaking program does not have categorical funding, I'm afraid that we will see many changes because the school districts on the local level will react the same way as the testimony today. They will see the immediancy of the wage that can be earned by a student out of high school; not the long-range program that be made possible by a student who has the training in managerial skills and then enters into the job-work force later.

Again, thank you for your support and cooperation.

Sincerely,

Phyllis Barton

Phyllis L. Barton
President

PREPARED STATEMENT OF REBA PITTMAN-EVANS, DIRECTOR, YOUTH EMPLOYMENT PROJECT, FUTURE HOMEMAKERS OF AMERICA

Mr. Chairman and members of this subcommittee. I am Mrs. Reba Pittman-Evans. I am employed by Future Homemakers of America as Director of a national youth employment demonstration project.

"Home economics runs against the current because our mode of operation is prevention, development and education as opposed to crisis clean-up, remediation and therapy," asserts Dr. Kinsey Green, Executive Director of the American Home Economics Association.

Consumer and homemaking education (C&HE) programs teach male and female students knowledge and skills necessary for the occupation of homemaking. Major subject areas include child and family development, textiles and clothing, nutrition and food, consumer education, resource management and housing.

Gretchen Brandt, a home economics educator in Shawnee Mission, Kansas believes that home economics programs teach "life skills, not hobby skills." In a community oriented classroom, she teaches courses that include topics such as parenting skills, family relationships, death and dying, credit and banking. In Ms. Brandt's experience, "People realize that home economics is definitely responding to different needs and interests of youth and adults."

Project PLAN (Practical Living Activities Needed) is an exemplary consumer homemaking program at the Waynesville, Missouri school district. During the three years of the project, pre- and post-tests showed that students improved scores by at least 60% after participating in learning activities. Students in grades 7 through 12 learned life skills in the subject matter areas of: food and nutrition, child development, family relations, consumer education, clothing and textiles, housing and personal development. Now the curriculum, including group and individual instruction modules, is completely intregated into the

vocational home economics program. This model program was commended by an evaluation team from Minnesota. About 1000 students participate in the PLAN program each year. Of the enrollees, 15 percent are special needs students and 48 percent are male.

Consumer and homemaking education programs are shaped by current national economic, social and cultural conditions. The existing legislation fosters outreach programs with consideration for special needs groups such as the aged, young children, school-aged parents, handicapped persons, the disadvantaged, and individuals in correctional programs. Home economics educators have responded by developing new programs and expanding existing programs.

Consumer and homemaking education programs address national issues by implementing relevant local solutions as a part of their home economics curriculum. These non-traditional consumer and homemaking education programs help individuals make decisions regarding work as well as the division of household labor by considering personal values, needs and abilities rather than unquestioned traditions. For example, family life and parenting education courses stress the importance of teaching children to cope with both work and family roles.

Students in the CARE program at Adlai Stevenson High School in Bronx, New York learn to base career decisions on their family situation as well as personal ability and interests. Chris and John Lightbourne, both high school juniors, learned to plan schedules that include school, work, and family responsibilities. Both Chris and John are studying toward high school graduation requirements in addition to maintaining part-time jobs, caring for younger siblings, performing other household tasks, and participating in sports activities. The CARE program is just one example of how consumer and homemaking education provides

opportunities for students to develop and implement decision-making and management skills.

Parenthood education classes are offered in high school consumer and homemaking education programs to provide correct information as well as an understanding of the complexity of parenthood in today's society. Dr. Eileen Earhart, a professor in the College of Human Ecology at Michigan State University proposes that "all high school students ... attend classes that prepare them to be effective family members and parents." She suggests that parenting classes focus on personal relationships, information about birth, child development and behavior, self-understanding and decision-making based on consideration of consequences.

Consumer and homemaking education programs have met the challenge of teaching youth who are confined to correctional facilities or are on probation. Dr. Myrna P. Crabtree, Professor of Home Economics Education at Florida State University finds that, "...home economists can make the most effective contribution to correctional education because of their expertise in teaching the life skills that prepare the inmate for reintegration into society." Kentucky has a number of state home economics programs for youth and adults in correctional institutions. A study at Florida State University revealed that incarcerated men and women expressed need for self-confidence, assistance with future plans, money management skills, knowledge of community and state services as well as for empathy and understanding.

In the consumer and homemaking classes at the Juvenile Justice Center in Kansas City, Missouri, delinquent youth between the ages of 8 and 17 learn life management and decision-making skills in an atmosphere of understanding.

Not only do consumer homemaking programs help solve national and local social problems, they are meeting the needs of society by providing services for special need populations. One group that has received national attention and concern is the growing number of school age parents. One out of ten girls under the age of 18 faced pregnancy during 1979. That adds up to almost one million unplanned pregnancies! Consumer homemaking education classes include instruction about marriage and family relationships, nutrition, the effects of drugs and alcohol on the unborn child, pre-natal development, child abuse, child growth and development, and the role of parents. With the aid of federal and state vocational funds, special home economics programs for school age parents have also been established.

The SELF (School Employment Link to Families) program in Wichita, Kansas promotes communication and decision-making skills and supports the transition of school age parents and pregnant teens from school to work. The SELF Center provides day care for the infants and toddlers of school age parents so that they can have the opportunity to develop both life management skills and employment skills in instructional programs. The student in the SELF program learns about family roles, decision-making and consumerism, and practices parenting skills in the consumer and homemaking component of the program. At the same time, SELF students receive career counseling and develop work skills in vocational education programs throughout the Wichita school district. This offers the opportunity for students to select from non-traditional careers. The SELF program fosters improved competence as a homemaker and wage-earner, facilitating transition from welfare programs to economic independence by using existing service delivery systems of consumer and homemaking and other vocational education programs.

LaTonya Poncil faces the special challenge of completing high school graduation requirements because she has the responsibility of caring for her infant daughter. Since enrolling in the SELF Center program, students and staff care for her baby while LaTonya completes high school credits and practices job skills in food service.

Consumer homemaking programs can open new horizons for mentally and physically handicapped students. Gary Wilson is a home economics student at the Russell County Vocational School in Lebanon, Virginia. A school psychologist describes Gary's success in vocational home economics courses as "unexpected and surprising." He attributes the success to the program and instruction offered by home economics teachers. Gary is a severely neurologically impaired student who presented a special challenge to teachers. As a result of home economics classes, his demeanor has changed from running and hiding to that of a person who is sociable and friendly with peers and adults. Now a second year student in home economics, Gary won home economics awards at the Russell County Fair.

Kathy Ross is a "new person" as a result of community efforts fostered through her enrollment in home economics classes at Montgomery County High School in Mt. Sterling, Kentucky. Kathy, an EMH (Educable Mentally Handicapped) student, enrolled in home economics to gain employment skills. At the time she entered, Kathy sat alone, did not speak to students or instructors, and wore soiled clothing. A local homemaker's group responded to the effort to locate assistance for Kathy. They donated clothing, and also took her shopping and to lunch. Kathy emerged from her "shell" and began to interact with other students and her teachers. She grew more receptive in class and took pride in her appearance. Now

Kathy is using her training in child care in her job leading the "Children's Hour" at the local library.

Joanna Orock is a home economics student in Port Angeles, Washington High School. Despite her confinement to a wheel chair, Joanna has mastered clothing construction skills. She earned money sewing garments and gift items. According to Joanna, "Home economics has given me confidence and persistence in my efforts to succeed." Special adjustments to the sewing machine and notions help Joanna work easily in spite of her handicap. Now she is more eager and relaxed in the classroom. Because of her home economics training, Joanna has learned a skill that offers opportunity for a profitable career.

Community outreach and involvement enhances consumer and homemaking educaiton. According to the Secretary of the Department of Education, T. H. Bell, "Outreach means to extend a helping hand -- to go that extra mile -- to make a special commitment of time and talent and personal involvement that can change other people's life for the better." An outstanding example of outreach in action is the Total Care Program at the LaDow Area Vocational School in Carrollton, Alabama. This home economics program addresses the need of economically disadvantaged students, pregnant teens and teen parents for both homemaking and employability skills. The Total Care program teaches students child care and elder care skills to prepare them for gainful employment. At the same time, students are encouraged to complete their education and improve decision-making skills through supportive services and peer counseling. In the Total Care Center, a house renovated by school and community volunteers, there is opportunity for interaction between young adults, infants, toddlers and the elderly. The Total Care Program meets an important community need for day care

and nutrition for young children and the elderly while providing educational opportunities for vocational home economics students. Two new programs in adjoining schools are being developed based on the model of the Total Care program--attesting to the relevance and success in contributing to the quality of life for individuals and families in the Carrollton area. In nearby Jackson, Mississippi, an urban center to provide day care for children and the elderly is under construction. Vocational home economics is enriched when both the school and the community are involved.

Consumer homemaking programs provide relevant local solutions to national social and cultural needs. They use the existing framework of the schools for prevention and education rather than crisis remediation.

Subject matter content of consumer homemaking courses provides the answers to questions related to the problems of individuals, families and society, including:

"How much energy does an average American family use daily?"
"What are the buying and spending habits of certain population groups?"
"What are the effects of a birth defective child on the family?"
"What is the best diet for a pregnant teenager?"
What are some of the homemaking problems of the elderly and the handicapped?"

Consumer and homemaking education programs offer educational opportunities to male and female students of all ages. Consumer homemaking courses meet societal needs by educating special need populations including school age parents, young children and the elderly, economically disadvantaged, handicapped, and individuals in correctional programs.

With reauthorization of the Vocational Education Act, Congress can affirm a belief in improving the quality of life for individuals and families in America.